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ABSTRACT

Several intermediate performance objectives and corresponding criterion measures are listed for each of six terminal objectives for a personal career orientation course for seventh grade students. This 6- to 9-week course is designed to acquaint the student with personal qualities and characteristics necessary for success in the world of work. Consideration is given to the need for a positive attitude toward the dignity, worth, and satisfaction of work, and the dignity and value of all legitimate occupational pursuits. Emphasis is placed on means of determining one's interests and goals in life, evaluating these, and forming a plan to develop improved self-concept, relations with others, management of resources, personal nutrition, grooming, dress, and concern for becoming employable. Opportunities are given for critical thinking, problem-solving, and decisionmaking. A 50-item curriculum test (diagnostic) precedes the objectives. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

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HOME ECONOMICS

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PERSONAL CAREER ORIENTATION

PERFORMANCE OBJECTIVES

CRITERION MEASURES

2

DUVAL COUNTY SCHOOL BOARD

CE 010 998

DUVAL COUNTY SCHOOL SYSTEM

JACKSONVILLE, FLORIDA

PERSONAL CAREER ORIENTATION
PRE-VOCATIONAL WHEEL
HOME ECONOMICS

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August 1974

FORWARD

This manual has been developed for use in teaching the Home Economics section of the Pre-Vocational Wheel in the 7th grade. It is written on a 6 weeks basis. The writers realize that time allotments will vary in different schools, and recommend that the teachers cover as much material as time allows.

This manual emphasizes hands on experiences rather than oral and written exercises. The suggested activities are given only as examples and the teachers should not hesitate to integrate their teaching ideas with this material. A request is made that copies of innovative materials and ideas be submitted to the Home Economics office so that they may be shared with other teachers and included in future planned revisions.

The accreditation standards prescribed by the State Department of Education are identified with the performance objective when applicable. A record should be kept of the compliance for use in evaluation of the Home Economics Program.

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TABLE OF CONTENTS

COURSE DESCRIPTION 1

CURRICULUM OBJECTIVES 1-a

CURRICULUM OBJECTIVE TEST 2

CURRICULUM OBJECTIVE TEST KEY 6-a

TERMINAL PERFORMANCE OBJECTIVES

1.0 7
Keys to Tests 26
Appendix 27

2.0 40
Keys to Tests 51
Appendix 52

3.0 56
Keys to Tests 75
Appendix 76

4.0 85
Keys to Tests 100
Appendix 101

5.0 109
Appendix 123
Keys to Tests . . . .

6.0 135
Keys to Tests 148
Appendix 149

COURSE DESCRIPTION

PERSONAL CAREER ORIENTATION

Accreditator No. 2709
Grade Level - 7th
Course Length - 6-9 Weeks

This 6 to 9 week segment of the Pre-Vocational Wheel acquaints the student with personal qualities and characteristics necessary for success in the world of work. Consideration is given to the need for a positive attitude toward the dignity, worth and satisfaction of work, and the dignity and value of all legitimate occupational pursuits.

Emphasis is placed on means of determining one's interests and goals in life, evaluating these and forming a plan to develop improved self-concept, relations with others, management of resources, personal nutrition, grooming, dress and concern for becoming employable. Opportunities are given for critical thinking, problem-solving and decision-making.

GOAL

(1) To provide experiences for students to assist them in evaluating their interests, abilities, values and needs as they relate to occupational roles.

(2) To assist students in developing personal qualities and characteristics necessary for success in the world of work.

CURRICULUM OBJECTIVE

Upon completion of this course, at least 76% of the students will demonstrate acquired knowledge of attitudes and personal skills that pertain to self concepts, relationships with others, grooming and dress, personal nutrition, and management of resources that will contribute to their employability as evidenced by completing the curriculum test with at least 70% proficiency.

PERSONAL CAREER ORIENTATION

CURRICULUM TEST

The following items are multiple choice items. Only one response is correct. Place the correct answer on the answer sheet provided. Do not write on this test.

1. In order to have a job anyone between the ages of 14 and 18 must have a (an)
   a. education
   b. driver's permit
   c. social security card
   d. work permit
   e. c and d

2. Successful employees must have the ability
   a. to work well with others
   b. to make friends
   c. to follow directions given by others
   d. a and b
   e. a, b, and c

3. Employees should be able to participate in good conversations by being
   a. a time keeper
   b. an alert listener
   c. a speaker at the correct time
   d. an alert critic
   e. b and c

4. Good nutrition is needed for job success; a recommended guide for good nutrition
   a. eat whenever you are hungry
   b. eat two or three meals daily
   c. eat what you want regularly
   d. Basic Four Group
   e. all of the above

5. A good worker needs good nutrition for
   a. growth and repair of tissue
   b. protection against diseases
   c. vim and vigor
   d. all of the above
   e. none of the above

6. An employee who starts the day with a smile most likely
   a. has a positive self-concept
   b. had a pleasant send-off from home
   c. had a good nights rest
   d. had a good breakfast
   e. all of the above

7. Some types of jobs requires more energy therefore the employer will need
   a. more calories
   b. less calories
   c. no increase in calories
   d. a and b
   e. b and c

8. An employee's attitude toward his work may be affected by his
   a. early training at home
   b. relationship with his boss
   c. association with people at work
   d. food intake
   e. all of the above

9. Working with other people satisfies a persons need for
a. security
b. belonging
c. food
d. a and b
e. b and c

10. The human resources needed for a job are
a. energy
b. skill
c. time
d. all of the above
e. none of the above

11. A person that has or wants a job should be able to
a. make decisions
b. manage his time
c. manage his energy
d. all of the above
e. all except a

12. An employee who manages his time is likely to be
a. late for work
b. slower than other employees
c. working late to catch up on his work
d. efficient
e. none of the above

13. Managing energy causes an employee to
a. tire easily
b. complete his work and have energy left for other things
c. Get his work done and does not have energy left for other things
d. turn off lights
e. none of the above

14. The social skills of an employable person are:
a. disrespect
b. follows directions
c. works well with others
d. a and b
e. b and c

15. A person's choice of jobs is usually determined by his
a. values
b. family
c. friends
d. needs
e. a and d

16. The personality traits needed for employment are
a. honesty
b. reliability
c. understanding
d. all of the above
e. none of the above

17. An employee who handles money should be
a. honest
b. ambitious
c. reliable
d. friendly
e. a and c

18. The needs that may be meet through employment are
a. food
b. clothing
c. security
d. a and b
e. all of the above

19. An employee who works with other people should be
a. cooperative
b. cheerful
c. impatient
d. a and c
e. a and b

20. An employable person
    a. wastes time
    b. is self confident
    c. has a negative attitude
    d. is slow to change
    e. is critical of others

21. A person who assists a more trained worker is a(n)
    a. foreman
    b. aide
    c. helper
    d. a and b
    e. b and c

22. Of the four levels of occupations an apprentice is the
    a. highest
    b. next to the highest
    c. next to the lowest
    d. lowest
    e. none of the above

23. Of the four levels of occupations a skilled worker is the
    a. highest
    b. next to the highest
    c. next to the lowest
    d. lowest
    e. none of the above

24. Of the four levels of occupations a professional is the
    a. highest
    b. next to the highest
    c. next to the lowest
    d. lowest
    e. none of the above

25. Of the four levels of occupations a semi-skilled worker is the
    a. highest
    b. next to the highest
    c. next to the lowest
    d. lowest
    e. none of the above

26. A good employee
    a. introduces himself to newcomers
    b. doesn't disturb others belongings
    c. has a good sense of humor
    d. smiles often
    e. all of the above

27. A good job satisfies a persons
    a. physical needs
    b. emotional needs
    c. clothing needs
    d. a and c
    e. a and b

28. An employee should talk
    a. curtly
    b. correctly
    c. sarcastic
    d. unpleasantly
    e. offensively

29. An employee that frowns often would seem
    a. satisfied
    b. happy
    c. dissatisfied
    d. excited
    e. hopeful

30. An employee may not work more than ______ hours a week without receiving extra pay.
    a. 10
    b. 20
    c. 30
    d. 40
    e. 50

31. An employee is required by law to be given time for
    - a. lunch
    - b. coffee or snack
    - c. restroom use
    - d. all of the above
    - e. none of the above

32. No one may be descriminated against in employment due to
    - a. age
    - b. race
    - c. sex
    - d. all of the above
    - e. only a and b

33. An employable person is
    - a. clean
    - b. cheerful
    - c. friendly
    - d. wealthy
    - e. a, b and c

34. There are laws regulating an **employee's**
    - a. wages
    - b. age for working
    - c. lunch time
    - d. a and c
    - e. a and b

35. Working may give a person
    - a. security
    - b. status
    - c. satisfaction
    - d. a and b
    - e. a, b, c

36. The most common satisfaction(s) derived from working is (are)
    - a. money
    - b. status
    - c. security
    - d. a and b
    - e. a and c

37. Working with or for people gives the satisfaction(s) of
    - a. service to others
    - b. desire to create things
    - c. association to others
    - d. a and b
    - e. a and c

38. Decisions can be made by
    - a. foremen
    - b. assistants
    - c. **managers**
    - d. aides
    - e. everyone

39. Which of the following are not appropriate for work:
    - a. nails trimmed
    - b. clean clothes
    - c. underclothes showing
    - d. socks or hose
    - e. well groomed hair

40. A natural tendancy for a given skill is a(n)
    - a. production
    - b. employability
    - c. aptitude
    - d. service
    - e. technical

41. A person who is in charge of all or part of a business operation is a(n)
    - a. supervisor
    - b. manager
    - c. foreman
    - d. all of the above
    - e. none of the above

42. An employee who slipped and fell on a wet floor could have avoided the accident by wearing
   a. safety goggles
   b. hard hat
   c. special shoes
   d. apron
   e. gas mask

43. Accidents on the job could be avoided if employees wore
   a. attractive clothing
   b. warm clothing
   c. protective clothing
   d. clean clothing
   e. stylish clothing

44. The way an employee is dressed is related to the way he
   a. sees
   b. feels
   c. hears
   d. tastes
   e. none of the above

45. The well dressed employee must consider
   a. clothing
   b. accessories
   c. make-up
   d. hairstyles
   e. all of the above

46. An employee's appearance can reveal his
   a. grooming habits
   b. self-image
   c. personality
   d. mood
   e. all of the above

47. Respect for others is shown by
   a. being clean
   b. taking turns in conversation
   c. not disturbing others belonging
   d. b and c
   e. a, b, and c

48. A well nourished person is usually
   a. pleasant
   b. thoughtful
   c. strong
   d. calm
   e. all of the above

49. Most employers want employees with
   a. good health
   b. pleasing personality
   c. good habits of cleanliness
   d. positive self-concept
   e. all of the above

50. To be an employable person, it is more important to develop
   a. aptitudes
   b. occupational skills
   c. personal attitudes and qualities
   d. a and b
   e. none of the above

PERSONAL CAREER ORIENTATION
Key To Curriculum Objective

1. e
2. e
3. e
4. d
5. d
6. e
7. a
8. e
9. d
10. d
11. d
12. d
13. b
14. d
15. e
16. d
17. e
18. e
19. e
20. b
21. e
22. d
23. b
24. a
25. c
26. e
27. e
28. b
29. c
30. d
31. e
32. d
33. e
34. e
35. e
36. e
37. e
38. e
39. c
40. c
41. d
42. c
43. c
44. b
45. e
46. e
47. e
48. e
49. e
50. c

6-b

Answer Sheet

Name: ______________________

Period: ______________________

Score: ______________________

1. ______
2. ______
3. ______
4. ______
5. ______
6. ______
7. ______
8. ______
9. ______
10. ______
11. ______
12. ______
13. ______
14. ______
15. ______
16. ______
17. ______
18. ______
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34. ______
35. ______
36. ______
37. ______
38. ______
39. ______
40. ______
41. ______
42. ______
43. ______
44. ______
45. ______
46. ______
47. ______
48. ______
49. ______
50. ______

COURSE Personal Career Orientation

ACCREDITATION STANDARD X-4.158

TERMINAL PERFORMANCE
OBJECTIVE NO. 1.0

level 1-e,h,j.

Upon completion of a unit on self-concept, 76% of the students will demonstrate knowledge of attitudes and skills that contribute to their achieving a positive self-concept and employability by scoring at least 70% or by correctly answering at least 17 of the 25 possible correct responses.

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
		1.0	See attached list

1.0 Test: Personal Career Orientation

Directions: Circle the letter preceding the best answer(s)
Each question may have several correct answers.

1. Several factors that determine what a person is like and what he can do are:

   a. values
   b. personality
   c. hair color
   d. needs
   e. heredity

2. A person's environment:

   a. can be changed
   b. can not be changed

3. A person's envoronment includes his:

   a. school
   b. ambition
   c. church
   d. desires
   e. family

4. A person's natural physical characteristics are:

   a. acquired
   b. inherited

5. A person with good self-concept would have these values:

   a. honesty
   b. generosity
   c. irresponsibility
   d. independence
   e. disloyalty

6. A person who values popularity might be found in which of the following jobs:

   a. actor
   b. cashier
   c. T.V. news reporter
   d. entertainer
   e. dancer

7. Two categories of needs are:

   a. physical
   b. clothing
   c. emotional
   d. money

8. A job should satisfy which emotional needs:

   a. belonging
   b. shelter
   c. security

9. Understanding is a(n):

   a. value
   b. need
   c. personality trait

10. An employee should have which of the following personality traits:

    a. consideration
    b. patience
    c. laziness
    d. tolerance
    e. friendliness

COURSE Personal Career Orientation

TERMINAL PERFORMANCE OBJECTIVE NO. 1.0 **(cont'd)**

X-4.153

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
1.1	After instruction on heredity and environment the student will demonstrate his acquired knowledge by completing the criterion measure with 100% proficiency	1.1	Fill in the blank with an appropriate characteristic for you. 1. An acquired (environmental) characteristic that I would like to change is__________. 2. An inherited characteristic I would like to change is______________ . Note: Teacher may ask students "why", but it should be graded subjectively.

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 1.0

INTERIM PERFORMANCE OBJECTIVE 1.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
1.1.1	Define inherited characteristics	1.1.1	Place a check by the best definition of inherited characteristics. 1. Characteristics that you are born with 2. Characteristics that you learn	1.1.1	Scramble game and/or code game See Appendix #1	
.1.2	Recognize inherited characteristics	1.1.2	Circle the words that are inherited characteristics. shape of nose size of ears speech	1.1.2	*Lessons in Living*, Page 275 Display pcitures of babies, students if possible, or pictures of the baby at an older age.	
.1.3	Evaluate inherited characteristics	1.1.3	Check the traits that make you smilar to your ancestors. A. Physical Development I am: ☐ short ☐ tall or ☐ medium in height My facial features ☐ are or ☐ are not similar to those of my parents I am growing ☐ faster or ☐ slower than other people of my age	1.1.3	*Teen Horizons*, Page 7 (teacher reference only)	

(ont'd)

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 1.0 (cont'd)

INTERIM PERFORMANCE OBJECTIVE 1.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
		1.1.3	I have inherited a tendency toward ☐ diabetes, ☐ hemophilia, ☐ acne, ☐ color blindness, or ☐ poor eye sight B. Mental Development My mental capacities are ☐ below average ☐ average or ☐ above average I have a special talent in ☐ music ☐ art or ☐ other__________ C. Emotional Development I am: ☐ quiet ☐ withdrawn ☐ outgoing ☐ easy-going ☐ hot-tempered I act like my ☐ father ☐ mother ☐ grandmother ☐ grandfather			

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 1.0 INTERIM PERFORMANCE OBJECTIVE 1.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
.1.4	Define environment	1.1.4	Check the correct answers. Environment includes _____ people _____ churches _____ schools _____ programs Check the best statement for environment. _____ Environment includes the surroundings _____ Environment determines physical features	1.1.4	*Lessons In Living*, Page 276	
.1.5	Identify acquired characteristics	1.1.5	List ways the children imitate their parents.	1.1.5	*Enjoying Family Living*, pp. 120 -125	
.1.6	Evaluate environmental characteristics	1.1.6	Check the traits that make up the community in which you live. I. Family and Home Am I: ☐ an only child ☐ a member of a large family ☐ a member of a medium size family	1.1.6	*Teen Horizon*, Pages 18 & 19	

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 1.0 (1.1.6 con't)

INTERIM PERFORMANCE OBJECTIVE 1.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
		1.1.6	II. Family Relationships Do I: ☐ live with both parents ☐ live with one parent I am: ☐ A natural ☐ A foster ☐ An adopted chil Are my parents ☐ permissive ☐ strict in relation with children Family Resources ☐ does only one parent work ☐ do both parents work ☐ do my parents rent ☐ do my parents own the home that we live in Family Climate ☐ do we move often ☐ are we settled Friend and Companions ☐ do my parents encourage me to bring friends home ☐ do I enjoy frien ships with both sexes ☐ do I feel friendly toward older people			

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 1.0 (1.1.6 cont'd)

INTERIM PERFORMANCE OBJECTIVE 1.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
		1.1.6	☐ do my friends share the values, attitude and goals as I School and other Educational Opportunities ☐ do school programs, services and activities offer interest and help for me ☐ are my teachers helpful and stimulating to me ☐ is my school equipped **Community** ☐ does my neighborhood provide recreation for teens ☐ are my neighbors concerned with community problems **Church** ☐ are religious leaders concerned about teenagers ☐ are church-related activities available to teenagers			

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 1.0

INTERIM PERFORMANCE OBJECTIVE 1.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
.1.7	Discriminate between inherited traits and traits acquired from our environment	1.1.7	Classify the following characteristics as being primarily inherited or primarily acquired by writing the traits under the appropriate headings (I & II) I. Inherited Traits II. Acquired Traits **Characteristics:** eye color manner of speech values sex mental capacity potential height physical resemblance to ancestors sewing skills eating habits fears and anxieties	1.1.7	See Appendix #2	

COURSE Personal Career Orientation #2709

TERMINAL PERFORMANCE
OBJECTIVE NO. 1.0 (cont'd)

X-4.144
Level 2-a,j

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
1.2	After exploration and instruction the student will: 1. Define values and needs 2. Describe ways values and needs affect his actions and attitudes for employability by correctly completing 10 of the 14 items in the criterion measure	1.2	Arrange the terms given in column 2 under the correct headings found in column 1

PART I

Column I	Column II
1. Needs	1. sincerity
(a)	2. security
(b)	3. honesty
(c)	4. love
(d)	5. excitment
(e)	6. consideration
	7. loyality
2. Values	8. belonging
(a)	9. food
(b)	10. clothing
(c)	
(d)	
(e)	

PART II

List 4 terms found in column 2 which contribute to employability

1.
2.
3.
4.

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 1.0

INTERIM PERFORMANCE OBJECTIVE 1.2

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
2.1	Define needs: (a) emotional (b) physical	1.2.1	1. Needs are: (A) a science (B) emotional and physical wants (C) a special right 2. Emotional needs are: (A) visable (B) invisable 3. Physical needs are: (A) material (B) non-material	1.2.1	Enjoying Family Living PP. 34-35, 54, 59, 79, 123, 140 212 Teen Guide to Homemaking PP. 42-45	
2.2	Recognize emotional needs	1.2.2	Place a check by the emotional needs _____1. clothing _____2. love _____3. belonging _____4. food _____5. security Key: 1. B 2. B 3. A 4. 2, 3, 5	1.2.2	Discuss "Man cannot live by bread alone".	
2.3	Identify the personal importance of emotional needs	1.2.3	Arrange the following needs in order of importance by placing a number next to the word (#1 being the highest). _____ love _____ belonging _____ security	1.2.3	Enjoying Family Living PP. 34-35	

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 1.0

INTERIM PERFORMANCE OBJECTIVE 1.2

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
.2.4	Recognize the needs that are met through (being employed) employment	1.2.4	Match the terms in column B with the best answer in column A Column A — Column B ___1. security — A. paycheck ___2. food — B. employee relationships ___3. belonging — C. contract or union Key: c,a,b			
.2.5	Define and recognize values	1.2.5	Fill in the blank: ________ are those things which are important to you. Key: Values	1.2.5	Exploring Values Through Minute Dramas Appendix #3 & 4	
.2.6	Comprehend how a person's values relate to his occupational goals	1.2.6	Match the occupation on the right a person would most likely go into with the values that are listed on the left Values — Occupations ___1. excitement — A. nurse ___2. education — B. teacher ___3. fame — C. pilot ___4. early retirement — D. actor ___5. helping people — E. military service Key: c,b,d,e,a	1.2.6	Appendix #5 See Key sheet	

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 1.0 (cont'd)

INTERIM PERFORMANCE OBJECTIVE 1.2

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
.2.7	Relate how personal values contribute to job success	1.2.7	Check the values which will contribute to job success ___1. honesty ___2. loyalty ___3. inconsideration ___4. sincerity Key: 1, 2, 4			

COURSE PERSONAL CAREER ORIENTATION #2709

TERMINAL PERFORMANCE
OBJECTIVE NO. 1.0 (cont'd)

X-4, 140
level 2a

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
1.3	After instruction and discussion the student will identify personal qualities, attitudes and behavior patterns which contribute to employability by correctly responding to 5 of 7 statements.	1.3	See Attached List

I P O Test 1.3

Directions

Teacher: Write the list of personality traits for all students to see, then read the story, pausing to let students choose the appropriate personality trait from the list.

Students: Listen to the following story and when the teacher pauses, choose the personality trait from the list which best describes the person in the statement.

PERSONALITY TRAITS

friendly
cooperative
understanding
ambitious
patient
honest
reliable

A student of Jacksonville Jr. High School has a part-time job at an animal hospital. The student really enjoys animals and it is for this reason that the student never misses a day of work (pause #1).

The work involves seeing people as well as animals. The student tries to be nice and smiles to all of the customers (pause #2).

In the workroom, many of the instruments are left out for the employees to use with the understanding that the employees will take care of them and return them to the proper place (pause #3).

It is also in this room that the money is kept (pause #4).

All of the animals are kept in the next room. The student enjoys visiting the sick animals and petting them. (pause #5)

Some of the animals are not used to strange people and may bark or snip at the employees, but in time the animal will become friendly if the employee keeps trying (pause #6).

The animals' cages have to be cleaned once a day but sometimes this student cleans them out two or three times. (pause #7)

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 1.0

INTERIM PERFORMANCE OBJECTIVE 1.3

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
3.3	Recall personality traits and attitudes	1.3.1	List 5 personality traits Examples: friendly cogenial honest cheerful considerate understanding reliable trustworthy	1.3.1	Appendix 6 Appendix 7	
3.2	Differentiate between desirable and undesirable personality traits and attitudes	1.3.2	Check the desirable personality traits ___ 1. irresponsible ___ 2. cooperative ___ 3. ambitious ___ 4. cheerful ___ 5. insincere ___ 6. impatient ___ 7. tolerant ___ 8. enthusiatic Key: 2, 3, 4, 7, 8	1.3.2	Appendix 8 Appendix 9	

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 1.0

INTERIM PERFORMANCE OBJECTIVE 1.3

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
.3.3	Assess personality traits and attitudes	1.3.3	Place in the block a #1 if very good, #2 if good, or #3 if fair 1. Is money important to you? ____ 2. Is prestige important to you? ____ 3. Do you have patience? ____ 4. Do you have self-control? ____ 5. Can you tolerate frustration? ____ 6. Do you think you answered all of the above honestly? ____			
.3.4	Appraise personal traits and attitudes in relation to employability	1.3.4	See Attached List			

1.3.4 (cont'd)

Place a check under the appropriate answer.

PERSONALITY:

	YES	NO	SOMETIMES
Am I personable and well liked by most people?			
Are my clothes and general appearance pleasing?			
Do I use good manners? courteous, polite talking?			
Am I a happy, enthusiatic person?			
Can I be a responsible person?			
Do I like to work with or around many people?			
Do I prefer to work around just a few people?			
Do I prefer to work alone?			
Do I like to work with older people?			
about my age?			
children?			
Do I like to serve others?			
Do I like a private job that gives me personal satisfaction?			
Am I active, one who likes to move around while working?			
Do I prefer a quiet sitting down job?			
Do I like to do the same things over and over?			
Do I like to do many different types of jobs during the day?			
Do I like clean, neat surroundings while working?			
Does it really matter as long as I enjoy the work?			
Do I mind getting dirty or messy during work (clean) up latter)			
Do I like routine work? not much brain work?			
Do I want to work near home?			
Do I want to travel?			
Do I want to learn more as I work?			

Keys To Test

1.0

1. a, b, d, e
2. a
3. a, c, e
4. b
5. a, b, d
6. a, c, d, e
7. a, c
8. a, c
9. c
10. a, b, d, e

1.1

I. brown eyes, height, hair texture, diabetes, sex

II. parents, home, skill, hobbies, friend

1.2

Part I:

Needs: security, love, belonging, food, clothing

Values: sincerty, honesty, excitement, consideration, loyalty

Part II:

sincerity, honesty, consideration, loyalty

1.3

1. reliable
2. friendly
3. cooperative
4. honest
5. understanding
6. patient
7. ambitious

Appendix 5

The students values may be interpreted as (2, 4, 6, 9, 12) liesure time, (16) individuality, (5) independence, (11, 13, 14) excitement, (7, 13) fame, (1) security.

Appendix #1

Unscramble the words then rearrange the words to form a complete sentence.

rithnieed - twih - era - eth - stheo - tcearriashtcics - oyu - ronb

Key: The inherited characteristics are those you are born with.

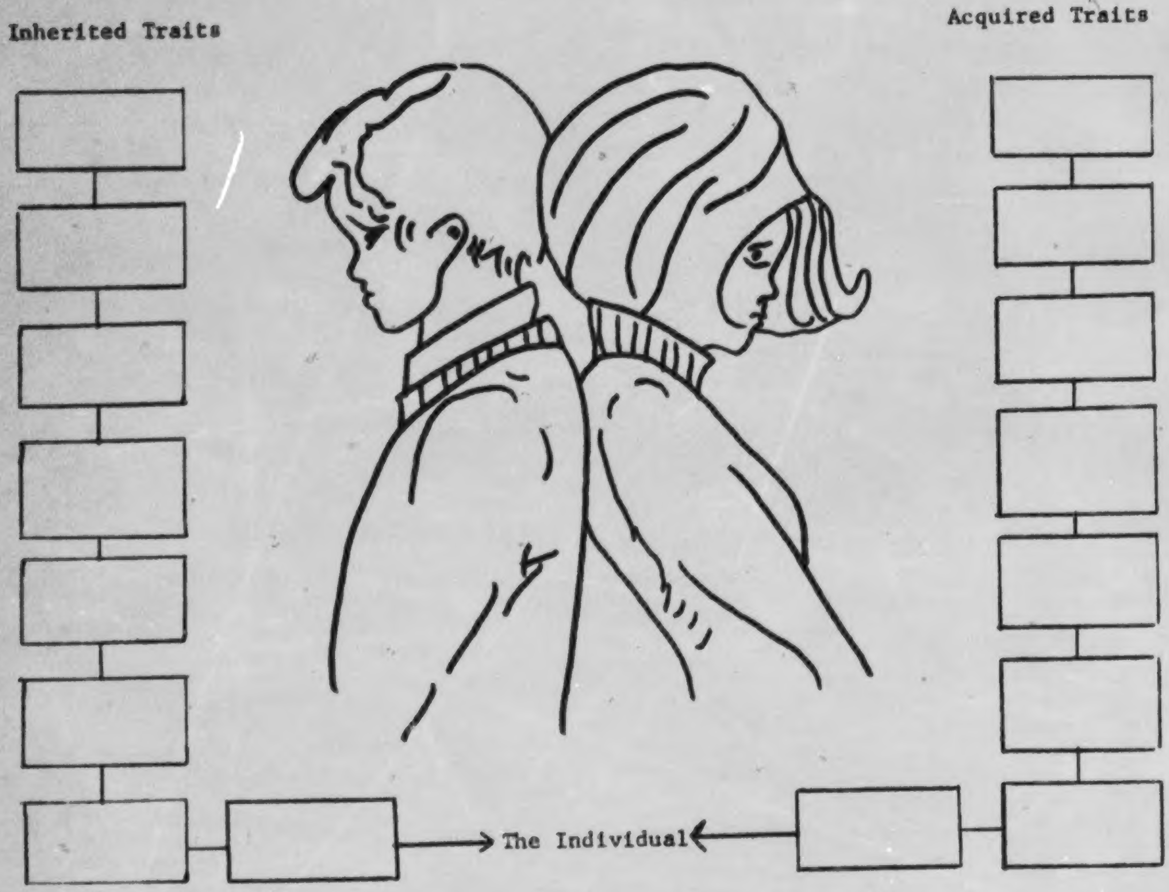
Write the alphabet then number each letter such as A-1, B-2, C-3 to de-code the following words. Place dashes (-) between letters, (/) slashes between words.

20-8-5/9-14-8-5-18-9-20-5-4-/3-8-1-18-1-3-20-5-18-9-19-20-9
-3-19/1-18-5-/20-8-15-19-5/22-15-21/1-18-5-/2-15-18-14/23-9
-20-8.

Key: Same as above

Appendix #4

Who Am I?


Inherited Traits
Acquired Traits
The Individual

Classify the following characteristics as being primarily inherited or primarily acquired by writing the traits in the correct squares above:

Your eye color
Your manner of speech
Your values
Your sex (male or female)
Your mental capacity
Your potential height
Your physical resemblance to ancestors
Your skill in sewing
Your eating habits
Your fears and anxieties

Appendix #3

EXPLORING VALUES THROUGH MINUTE DRAMAS

Minute Drama I

Scene: Living Room. Mother and daughter are cleaning.

Daughter: Mom, may we throw this old vase away? It is just horrible! The colors are so-so awful; I can't see any reason for keeping it.

Mother: I wouldn't begin to throw out that vase. Why your father gave that vase to me before we were married. It is so very dear to me. I always thought it was rather beautiful. (with a dreamy look in her eyes) I guess I'm just sentimental.

NARRATOR

What is important to the daughter?

To the mother?

Minute Drama II

Scene: Living Room. Mr. Davis has just come in after a hard day's work.

Wife: Dear, this may be the last evening you will be sitting in that old chair. Remember you siad I could get some new furnishings? Well, I picked out a lovely chair for you, dear. I'll be glad to get rid of that old one.

Husband: What, get rid of this chair! What is life coming to? A man can't even have a comfortable chair in his own home. We have had this chair for years dear. I just can't see getting another one when this one is so comfortable.

What is the wife valuing?

The Husband?

Minute Drama III

Scene: Mother and daughter are having a discussion in the bedroom of the daughter's new home.

Mother: I just can't see spending all that money for decorating this guest bedroom. My gracious, it's pretty, and I'll bet it is comfortable. But, all that expense for a guest room seems a bit foolish to me. Looks like you would have wanted to spend that money on your own room.

What is important to the mother?

To the daughter?

Minute Drama IV

Scene: Upstairs. Aunt Jane is being shown the house for the first time.

Aunt Jane: Linda and Joan have separate rooms. Looks to me like it would be better if they shared a room. If the girls shared a room, there would be only one room to furnish.

Mrs. Liston: I know it would be easier; however, you must understand that both Joan and Linda like to be alone sometimes. We think this is important. They need privacy.

What is Aunt Jane valuing?

What is Mrs. Liston valuing?

Minute Drama V

Scene: Moving Day

Father: Margaret, Margaret, where did you put my rock collection? Yes, yes, my rock collection, I want it in the den. This house won't seem like home without it.

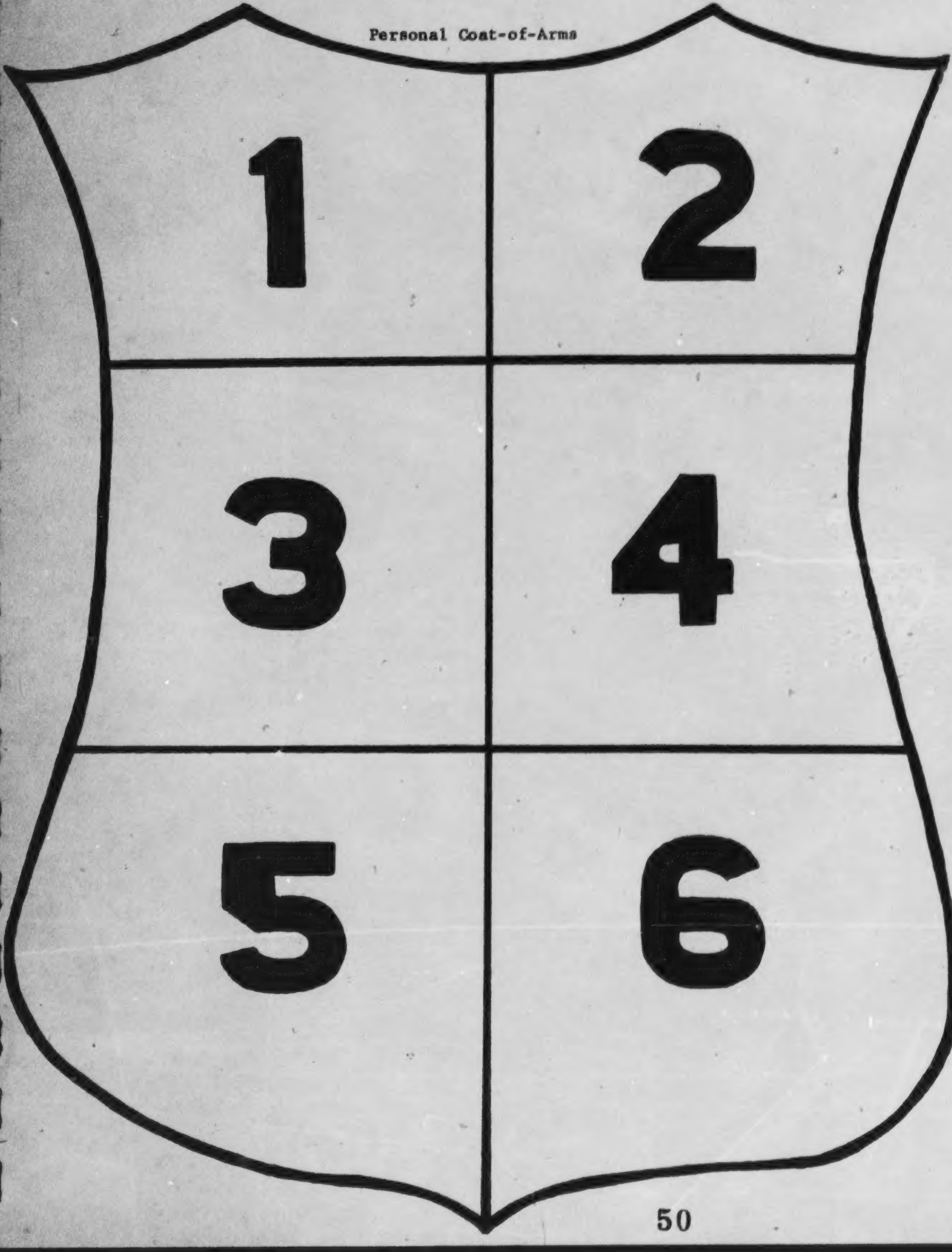
Margaret: John, I think it is in the box in the basement by the washing machine. It has a green cord around it. It is marked rock collection. I'll be glad for you to get it in the den too. Having your hobbies around does make our house seem like home.

What is Father valuing?

Margaret?

Appendix #2

Personal Coat-of-Arms



Appendix #4 (Cont')

DIRECTIONS: Answer each of the following questions by drawing in the appropriate area of your coat of arms a picture, design or symbol.

1. What do you regard as your greatest personal achievement to date?

2. What do you regard as your family's greatest achievement?

3. What is the one thing that other people can do to make you happy?

4. What do you regard as your own greatest personal failure to date?

5. What would you do if you had one year to live and were guaranteed success in whatever you attempted?

6. What three lines would you most like to be said of you if you died today?

Appendix #5

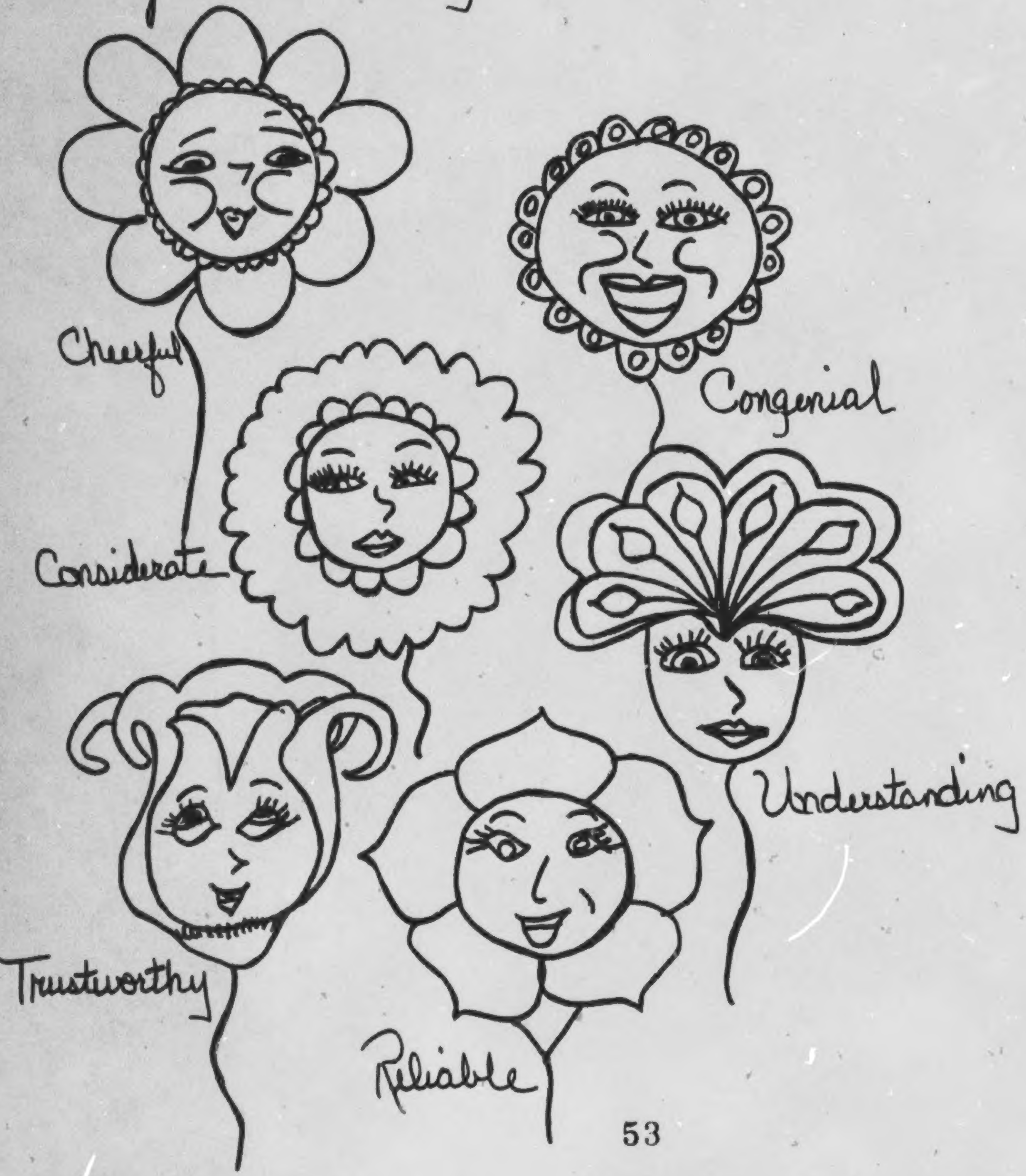
The "Perfect Job"

If you could have the "Perfect Job", which of these do you value the most. Place the number #1 by the value that means the most to you, #2 second, and so on.

____ 1. Job securtiy
____ 2. little responsibility
____ 3. work near home
____ 4. short work week
____ 5. be your own boss
____ 6. good vacation
____ 7. The Boss' job
____ 8. pleasant surroundings
____ 9. holidays
____ 10. personal interests
____ 11. travel
____ 12. early retirement
____ 13. fame
____ 14. variety
____ 15. high pay
____ 16. using creativity

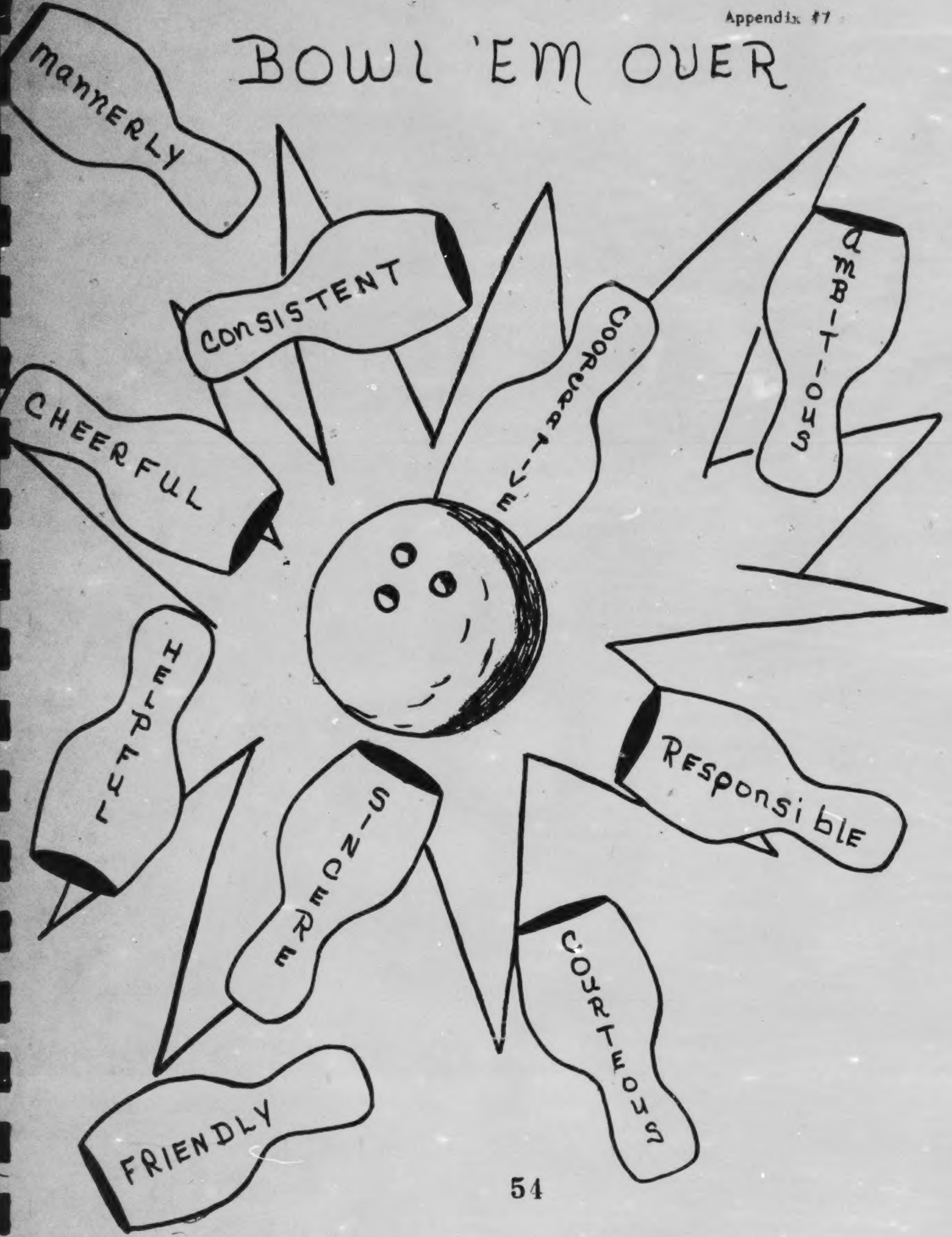
Appendix #6

Is Your Personality in Full Bloom?


Cheerful
Congenial
Considerate
Understanding
Trustworthy
Reliable

Appendix #7

BOWL 'EM OVER


mannerly
CONSISTENT
COOPERATIVE
AMBITIOUS
CHEERFUL
HELPFUL
Responsible
SINCERE
COURTEOUS
FRIENDLY

Appendix #8

TEST YOUR MATURITY

	Frequently	Occasionally	Never
1. Do you have fits of temper when things do not go your way?			
2. Are you making the most of your talents and abilities?			
3. Do you constantly pity yourself?			
4. Is your first impulse to be kind on all occasions?			
5. Can you accept disappointments gracefully?			
6. Do you interrupt people when they are talking because you wish to speak?			
7. Do you have lots of friends?			
8. Do you dislike meeting new people?			
9. Can you see another person's point of view without getting angry?			
10. Do you look for the good instead of the faults in others?			
11. Do you accept a job and stick to it until you have finished?			
12. Can you easily forgive others when they do wrong?			
13. Are your feelings easily hurt?			
14. Are you critical of other people?			
15. Are you at ease in groups?			

	Frequently	Occasionally	Never
16. Do you hesitate to make your own decisions?			
17. Do you feel other people have all the luck?			
18. Do you dislike asking for help?			
19. Do you try to get others to talk instead of talking about yourself?			
20. Do you worry about your health?			
21. Do you enjoy daydreaming rather than actually doing things?			
22. Do you like to be the center of attention?			
23. Do you feel you have to do what the group does?			
24. Do you put things off?			
25. Do you cry over little things?			
26. Are you shy?			
27. Can your family and others depend on you?			
28. Can you take a joke?			
29. Are you generous to others with your time?			
30. Do you feel you are tired when there really is no reason for it?			

Skit illustrating personality types. Assign students into the various roles of the skit. It is recommended that students be given some time to practice their roles. The class may discuss the skit when it is completed and decide which person or persons they would like to be.

THE MAGIC LOOKING GLASS

NARRATOR: Today we are going to perform a bit of magic right here in class. I am able to show you a magic looking glass. As we look into this magic looking glass perhaps you will see yourself as others see you. Wait a minute, I am beginning to have a vision right now. Yes, it looks like old faithful complaining Carol. I wonder what her main complaints are this morning. Let's listen.

COMPLAINING CAROL: I am so tired this morning. My mother made me wash dishes last night and my hands are still rough. That science teacher gave me 2 pages extra work for the days I missed. That is just terrible. I hate the color of the sky and there is too much sand in my shoes. I wish these classrooms weren't so cold. Aren't those school lunches terrible? I just hate every thing.

NARRATOR: Carol really thinks she has problems, doesn't she? Did any of you see yourself in Carol? Sometimes we feel that we need to complain about a problem but do you complain all the time? Better you should be like Cheerful Charlene. As we re-enter our magic world, we find Charlene knocking on the door of her grandmother's house. Let's see if she is happy or sad today.

CHEERFUL CHARLENE: (Scene opens as Charlene knocks on the door of her grandmother's house. Her grandmother is inside rocking and knitting.)

Gram: Come in.

Charlene: Hi Grams, I just thought I'd drop by and say hello on my way home from school. I can't stay long though as I must get home and babysit for my little brother Tommy. Mother, is going to the beauty shop.

Gram: It was thoughtful of you to come by Charlene. Seeing your bright smiling face cheers me up. Don't you dislike babysitting after a hard day at school?

Charlene: Well, there are other things I could do but I know mom feels so much better with her hair fixed. I think Tommy enjoys going for a walk with me, too. I had better go. I'll see you tomorrow after school.

Gram: Good by Charlene. My that little visit gave me a lift. Such a thoughtful girl.

NARRATOR: There is quite a difference between Carol and Charlene. Do you accept responsibilities and tasks as cheerfully as Charlene or are you an unhappy grumbler? The magic looking glass seems to be pointing on Conceited Clarence now. It looks like we might catch him just before he enters Science class. Hey, Clarence, how are things going?,

CONCEITED CLARENCE: I've got all A's so far in science and I am doing fabulous work in all my other classes, too. My teachers really like me. They think I am so smart. Do you like my new suede jacket? It cost $50. I notice lots of girls looking at me. Do you like P.E.? That's one thing about me. I can usually win most games I play. Got to go now, be careful, don't touch my jacket.

NARRATOR: Wow, I guess we know what Clarence thinks of himself. I mean, we all know you have to like yourself but he goes overboard. I wonder why he needs to brag like that. Do you suppose he really feels insecure and unloved? I hope none of you out there saw yourself that time. It wasn't a very nice reflection. Wait a minute, I think I see Sarcastic Sarah coming up to the Magic Looking Glass. Boy, she can say some pretty mean things. I guess I had better speak to her. "Sarah, how are you today?"

SARCASTIC SARAH: Amy, that is such a pretty dress you have on today. Isn't that the same dress you wore a couple times last week? Wow, look at that teacher's hair. I guess she really thinks she is a fashion plate. Did you hear the way Marie answered that question, (mimic fashion) "Yes, Ma'am. I'll do that right away, Ma'am." People make me sick.

NARRATOR: People like that make me so angry. I think that if I saw Sarcastic Sarah in my mirror, I would think right away how I could change my personality. I don't think Sarah has many friends. Here comes someone that just looks friendly. I think his name is Freddy. Friendly Freddy would be a good name for him.

FRIENDLY FREDDY: Hi, There! You are the new girl in school, aren't you? We are glad to meet a new student. You are from Georgia, aren't you? Someone told me you play the piano well. Perhaps you could join our band. Have you met all your teachers yet? Why don't you walk with me to math and I'll introduce you to some of the kids. (Choose a girl to be the new student. student simply responds with yes and no to the questions asked.)

NARRATOR: My magic mirror is zeroing in on the juicy gossip of the week in the gossip headquarters, Gossiping Gertrude's bedroom. Gossiping Gertrude is very bad about spreading rumors. Let's listen and see what she is saying on the telephone to Mary.

GOSSIPING GERTRUDE: (Scene opens as Gertrude sits on the bed and talks on the telephone.) Mary, have I got some news for you. Frieda Frankinstein got a real whipping by her mother after coming home late last Saturday night. Now don't tell anyone because Frieda made me promise not to tell anyone. I heard a rumor that Mr. Anderson's class in P.E. really ran all over him and half of them went to the store for icee's. I guess I don't have anymore news. What's that? (Pause) You failed your last English Exam! Gee, that is really tough. Well, so long, I've got to go. (Hangs up the phone) Hey, I can't wait to talk to Jane to tell her about Mary's failing her English test.

NARRATOR: So that's the latest scoop. If you saw yourself in the magic mirror, think how easily you could lose friends being like Gossiping Gertrude. Do you think Mary will remain her friend after she tells everyone about her failing her English exam? I feel so sorry for people that are so shy like poor Susan. Watch Susan through the magic mirror and see how it is like to be shy. The scene opens in the guidance office. Mr. Rayburn, the guidance director is talking with Susan. Let's listen in.

Appendix #9 (Con't)

SHY SUE: (Stage--a man sitting behind a desk and a young girl in front of the desk. Her head is down so it is difficult to see her face.)

Mr. Rayburn: Sue, I asked you to come to me so we could talk about the problem you have of being so shy.

Susan: (lifting her head just a little) I don't want people to laugh at me. I don't read very well and I don't speak English too well either.

Mr. Rayburn: Are you very quiet at home also, Susan?

Susan: No, I know everyone there. They won't laugh at me. I have to take care of my little brothers and sisters.

Mr. Rayburn: Why don't you read lots of stories to your brothers and sisters. In this way you could improve both your English and your reading ability. Do you have any special interests, Susan?

Susan: Well, I do a lot of crocheting at home.

Mr. Rayburn: The home economics teacher has a needle work club before school every morning. Perhaps if you joined the club you would meet some people with the same interests as you. Oh, and another thing, Susan, you have such pretty brown eyes. Don't be afraid to look at other people and smile---

Susan: Thank you very much for the advice, Mr. Rayburn. I'll ask my mother if I can join that club.

NARRATOR: I think now Sue realizes that she has a lot to be proud of and that people will respect her for being brave and speaking out. Perhaps that new club will help her. Talker Tina is the last personality our magic mirror will show. She is certainly not shy, oh no, she talks too much. Just listen. That's all you can do with Tina around.

TALKER TINA: (Scene opens with Tina and Rachael sitting in the lunchroom eating lunch.)

Tina: I'm sorry we don't have a longer lunch period. I like to take time to enjoy my meal. You know I used to hate green beans until one day I was so hungry that even green beans tasted good. I guess I have liked them ever since.

Rachael: I like most vegetables. My mother------

Tina: (Interupting Rachael) I guess I'll eat about anything now. Boy, these hamburgers are good. I wonder what science class will be like today.

Rachael: They did do experiments second period? I think they made------

Tina: I wonder what dress I should wear tomorrow. I guess my blue one. Say did I ever tell you the story of the time my mother saw a mouse in the kitchen. Well, it was so funny----------

NARRATOR: As we leave Tina the talker, we leave her still talking. Chances are Rachael will be finding a new friend soon. A new friend that will be interested in listening to her as well as talking about herself. Well, folks, I'm losing my magical powers. The magic mirrors have shown us all the personalities they are going to for today. Remember it is never too late to change poor personality characteristics into good characteristics. We hope you enjoyed our magic show.

COURSE Personal Career Orientation

ACCREDITATION STANDARD

TERMINAL PERFORMANCE
OBJECTIVE NO. 2.0

X-4.158 level 1-e,h,i

After various learning experiences, 76% of the students will evaluate how interpersonal relationships affect employability as evidenced by correctly answering 14 of the 20 items.

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
		2.0	See attatched test–

TPO. Test 2.0

DIRECTIONS: Place a plus (+) before each situation that leads to job success and minus (-) before each which will lead to failure.

_____ 1. Clerk is rude to customer.

_____ 2. Saleslady helps mother with an injured child.

_____ 3. Typist shrugs the shoulders when given extra work.

_____ 4. Telephone operator says "Thank-you" and "You're welcome".

_____ 5. Manager smiles at customers and employees.

_____ 6. Head waitress helps the new waitress set a table.

_____ 7. Stock boy didn't put the tomatoes in the right section.

_____ 8. Clerk knocks on manager's door before entering.

_____ 9. One secretary talks about a bloody movie during lunchtime.

_____10. Bag boy looks at the customer during their conversation.

_____11. Saleslady sits down or slumps over the counter to wait on customers.

_____12. When asked to re-do a report the secretary asked very curtly "Why?"

_____13. The cashier listened to every word the manager said about running the new machine.

_____14. Salesman returned the labels he had borrowed from another employee.

_____15. The clerk complemented someone on a new outfit.

_____16. Busboy takes tips from table as he clears it.

_____17. Paperboy yells loudly in the mornings as he throws his papers.

_____18. Babysitter uses the telephone whenever she likes.

_____19. Yard-boy works quietly until he finishes the job.

_____20. Stockboy yells across store for instructions.

COURSE Personal Career Orientation

TERMINAL PERFORMANCE OBJECTIVE NO. 2.0 **(cont'd)**

X-4.158
level 1-e,h,j.

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
2.1	The student will be able to see the effect that social skills have on employability as evidenced by correctly answering 4 out of the 5 questions	2.1	Match the jobs in column A with the social skill that is needed most for that job in column B. Column A _____1. Receptionist _____2. Nurse's Aide _____3. Comedian _____4. Teacher _____5. Minister Column B a. ability to follow directions closely. b. ability to work well with others. c. ability to meet people. d. good sense of humor. e. positive attitude.

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 2.0

INTERIM PERFORMANCE OBJECTIVE 2.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
.1.1	Recognize 5 social skills	2.1.1	Place a check by the social skills: ____ability to meet people ____negative attitude ____show disrespect of others ____able to work with others ____understand others ____bad sense of humor ____follows directions ____ability to make friends	2.1.1	Young Living (Chap. 3)	
.1.2	Comprehend that social skills are learned at home first.	2.1.2	Discussion and unwritten evaluation. Each student must tell the class about one experience at home that helped him develop a social skill. (ex: Leave others belongings alone; respect for others).	2.1.2	Lessons In Living (Pages 335-339) Take a "Pre-test on Manners" Appendix #10 Prepare skits: Examples a. making introductions b. using good table manners c. using telephones d. conducting one's self properly in public. Sponsor a "Courtesy Week" for the school. a. make posters b. contribute to school newspaper c. prepare skits and programs dealing with courteousy d. devise activities for homeroom use	

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 2.0

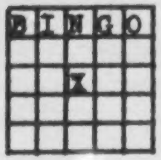
INTERIM PERFORMANCE OBJECTIVE 2.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
.1.3	Relate how social skills are needed for employability	2.1.3	Match the social skills in Column B with the best statement in Column A. Column A _____ 1. Employee does what he is told _____ 2. Smiling receptionist _____ 3. Enjoys working wherever he is told _____ 4. Laughs at others jokes _____ 5. Doesn't distrub belongings of others _____ 6. Helps others during a rush Column B (Social Skills) a. ability to meet people b. ability to work well with others c. good sense of humor d. follows directions e. respects others f. positive attitude g. actions show you feel Key: 1. d 2. a 3. f 4. c 5. e 6. b 7. g	2.1.3	Working With Others, Family Development Series-pp. 58-60	

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 2.0

INTERIM PERFORMANCE OBJECTIVE 2.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
2.1.4	Demonstrate social skills	2.1.4	Each student must complete the checklist during the social activity. 1. Get to know 2 people you don't know. ________ ________ 2. Get to know 1 person better. ________ 3. Say "Thank you" whenever anyone did something for me. ____ 4. Talked about something other than myself. ________ 5. Complemented someone sincerely. ________ Note: The student would have others initial their card as they complete each activity.	2.1.4	Depending on the time of year, have a social activity that might occur in an office. It may be a Christmas, going away, or birthday party. Play "People Bingo". Each student has a blank Bingo card and has to have others sign it until it is full. Then cut strips of paper with each students name on the paper. Then proceed with a regular Bingo game.  See Appendix #11 Progress Record	

COURSE Personal Career Orientation

TERMINAL PERFORMANCE
OBJECTIVE NO. 2.0 **(cont'd)**

X-4.153 level 3-c

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
2.2	The student will apply the techniques of communication to interpersonal relationships by correctly answering 7 out of 10 questions	2.2	See attached

I.P.O. 2.2

DIRECTIONS: Fill in the blank in Column I with the best answer from words in Column II

Column I

1. Be alert and ______________ when listening.
2. Avoid ______________ replies and conversations.
3. Avoid offensive or ______________ topics.
4. Avoid ______________ another's statements or grammar.
5. Avoid ______________ remarks and unkind comments about other people.
6. Avoid critical ______________ at the dinner table.
7. Make ______________ conversation.
8. Good posture and poise communicates ______________.
9. A ready smile communicates ______________.
10. Looking at the person speaking to me communicates ______________.

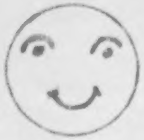
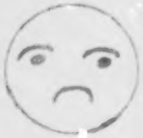
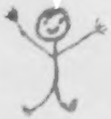
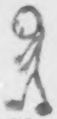
Column II

1. friendliness
2. correcting
3. sarcastic
4. respect
5. pleasant
6. embarrassing
7. self-confidence
8. conversation
9. curt
10. interested

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 2.0

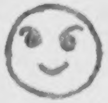
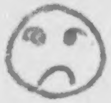
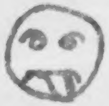
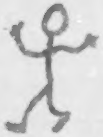
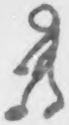
INTERIM PERFORMANCE OBJECTIVE 2.2

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
2.2.1	Define verbal and non-verbal communication-	2.2.1	Match the word with its appropriate definition. ____A. Verbal ____B. Non-verbal 1. actions 2. speaking	2.2.1	*Young Living* pp. 23-25.	
2.2.2	Recognize forms of non-verbal communication	2.2.2	Match the pictures that communicates the appropriate feeling. ____1. Sad ____2. Happy A.  B.  C.  D.  Have students draw or cut from magazines, 5 non-verbal communications, and describe	2.2.2	Discuss non-verbal communication posture dress bodily expression *Teen Horizons* pp.70-72.	

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 2.0

INTERIM PERFORMANCE OBJECTIVE 2.2

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
2.2.3	**Analyze effects** on interpersonal relationships of these forms of non-verbal communication	2.2.3	Match the pictures with the correct sentence. 1. I would like these people as friends 2. I would not like these people as friends A.  B.  C.  D.  E. 			

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 2.0

INTERIM PERFORMANCE OBJECTIVE 2.2

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
2.2.4	Recognize elements of verbal communication	2.2.4	Check the elements of verbal communication _____1. Good listener _____2. Take over conversation _____3. Make pleasing responses _____4. Make no responses _____5. Tone of voice	2.2.4	Teen Horizons pages 70-72 Have role-play on gossiping or play the "gossip" game. Have students listen to their voice on the tape recorder. Role play "proper" telephone etiquette.	
2.2.5	Summarize the factors involved in verbal and non-verbal communication.	2.2.5	Check factors involved in verbal communication and the ones involved in non-verbal communication or both Verbal Non-Verbal _____ _____ 1. ability to listen _____ _____ 2. be alert _____ _____ 3. be pleasant _____ _____ 4. be respectful _____ _____ 5. be critical			

Answer Sheet

T.P.O. Test

2.0

Plus (+): 2, 4, 5, 6, 8, 10, 13, 14, 15

Minus (-): 1, 3, 7, 9, 11, 12, 16, 17, 18, 19, 20

2.1

c, a, d, b, e

2.2

1. interested
2. curt
3. embarrassing
4. correcting
5. sarcastic
6. conversation
7. pleasant
8. self-confidence
9. friendliness
10. respect

Appendix #10

GOOD MANNERS PRETEST

(True-False)

_____ 1. If you are introduced to someone but forget the name later, you may ask him/her to repeat it for you.

_____ 2. It is not necessary to include a person's title (such as Doctor or Captain) when making an introduction.

_____ 3. A woman never stands for an introduction.

_____ 4. When you ask a new person to come to your party, you must introduce him to the rest of the group.

_____ 5. When you are visiting someone in his home, it is okay for you to stay longer than you planned if you are having a good time.

_____ 6. If you spend the night with a friend and they have no maid, you will embarrass them by trying to help.

_____ 7. When you are visiting in the home, you must follow the family's routine, even if it is inconvenient for you.

_____ 8. It is more proper to be twenty minutes late for a party than to be on time.

_____ 9. When you arrive at a party, you should greet your hostess before you join the other guests.

_____ 10. It is considered good manners to talk only to the people you know at a party.

_____ 11. You should not use better manners at a fancy restaurant than you use at home.

_____ 12. If you see a dish on the menu with which you are not familiar, you should ask the waitress.

_____ 13. If you sneeze at the table , you must excuse yourself.

_____ 14. If you accidentally spill some food or drink on the person next to you, you must help them clean it off.

_____ 15. To act grown up at the table, you should taste everything.

_____ 16. You should ask to be excused before leaving the table.

_____ 17. You should help pass dishes and see that everyone is served before you begin to eat.

_____ 18. A gentleman always rises when an older person enters a room.

_____ 19. When entering a crowded room, a gentleman should lead a woman across the room.

_____ 20. A lady or gentleman should be nice to everyone, even those who displease him.

_____ 21. A lady or gentleman should always follow rules of etiquette even if it means hurting someone's feelings.

_____ 22. It is not necessary to send a "thank you" note immediately.

_____ 23. When a door is closed, you always knock before entering.

_____ 24. When you make a telephone call and the other party answers you immediately say, "Who's speaking?"

_____ 25. You should never offer to do something for someone unless you know it will be graciously received.

Appendix [illegible]

PROGRESS RECORD

GUIDES TO BEING THOUGHTFUL OF OTHERS

DIRECTIONS: In the left hand column, check those items on which you need to work. In the spaces on the right, keep a record of your progess. Report to the class the three characteristics you found hardest to do and the three items you found the easiest to do.

	SUN	MON	TUE	WED	THU	FRI	SAT
____ 1. Was respectful of the opinions of others.							
____ 2. Trusted other people.							
____ 3. Laughed at my mistakes.							
____ 4. Kept my temper under control.							
____ 5. Did not tell things told to me in confidence.							
____ 6. Complimented someone sincerely.							
____ 7. Did not violate the privacy of others.							
____ 8. Showed generosity to friends.							
____ 9. Did not gossip.							
____ 10. Did not take friends for granted.							
____ 11. Talked about something other than myself.							
____ 12. Got to know some better.							

	SUN	MON	TUE	WED	THU	FRI	SAT
____ 13. Made a new acquaintance.							
____ 14. Did something for a friend.							
____ 15. Did something at home without being asked.							
____ 16. Was especially kind to a shy or younger person.							
____ 17. Gave special attention to an older person.							
____ 18. Said, "Thank you" whenever anyone did something for me.							

COURSE Personal Career Orientation

ACCREDITATION STANDARD

TERMINAL PERFORMANCE
OBJECTIVE NO. 3.0

X-4.158 level 1-e,h,i

After planned experiences, demonstrations and lectures the students will relate the importance of good grooming and personal appearance to employability and social acceptance by correctly responding to 7 out of the possible 10 correct responses.

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
			See attached

Criterion Measure

T.P.O. 3.0

GROOMING and DRESS for EMPLOYABILITY

DIRECTIONS: From the list below **list** the 10 clothing and grooming factors that an employer or a fellow employee would find distracting about the girl in Figure A.

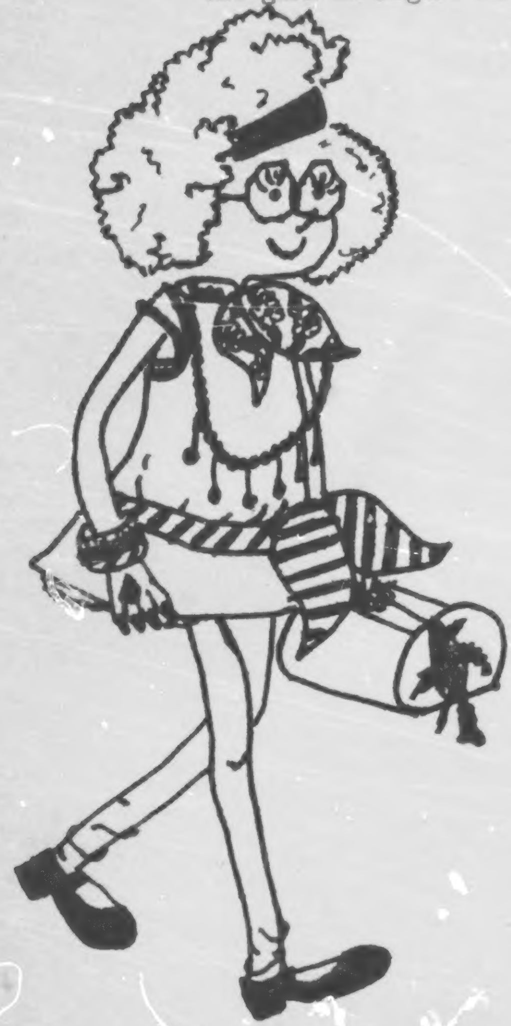


Figure A

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

1. hair
2. acne
3. eyelashes
4. smile
5. scarves
6. jewelry
7. purse
8. nails
9. hose
10. shoes
11. bra
12. dress
13. slip

T.P.O. 3.0

GROOMING and DRESS for EMPLOYABILITY

DIRECTIONS: From the list below list the 10 clothing and grooming factors that an employer or a fellow employee would find distracting about the boy in Figure A.

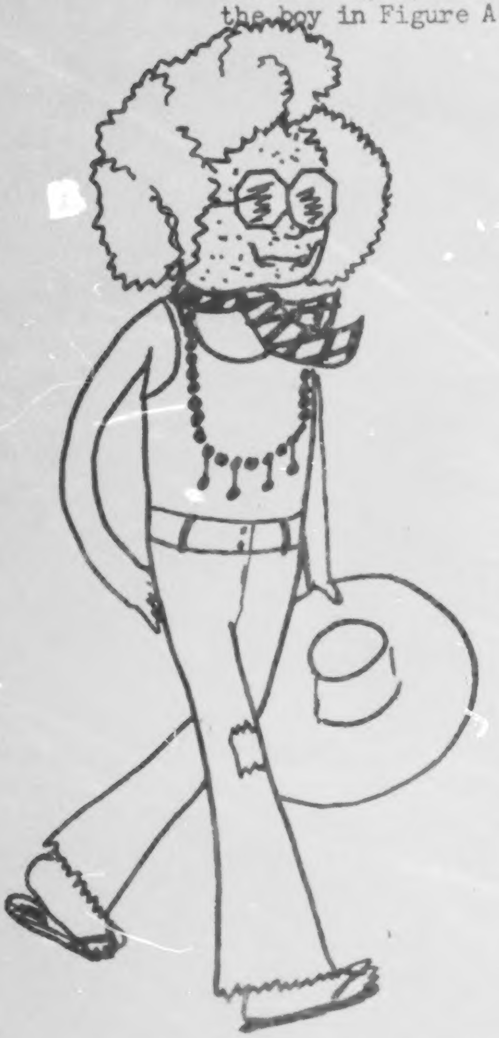


Figure A

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

1. hair
2. acne
3. sunglasses
4. nose
5. scarf
6. jewelry
7. hat
8. smile
9. tank top
10. shoes
11. jeans
12. no belt

COURSE Personal Career Orientation

TERMINAL PERFORMANCE
OBJECTIVE NO. 3.0 (cont'd)

X-4.146 level 2-a.i.

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
3.1	The student will demonstrate his knowledge of personal grooming and utilization of grooming aids as evidenced by scoring 80 out of 90 points during a one week program.	3.1	The teacher will prepare a wall chart and each day the students will rate themselves. They will receive 3 points in each category. Maximum of 18 points daily; 90 points for one week.

Students Names	neat and clean hair					mani-cured nails					teeth brushed					clean body and odor free					clean and neat clothing and shoes					face cleaned and proper make-up					face cleaned (Boys)				
	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 3.0

INTERIM PERFORMANCE OBJECTIVE 3.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
3.1.1	Define: grooming antiperspirant clean	3.1.1	Fill in the blank spaces with the correct word. 1. A __________ helps prevent body odor. 2. A __________ cream which dissolves hair. 3. __________ means free from dirt. 4. __________ means personal care. Key: 1. deodorant 2. depilatory 3. clean 4. grooming	3.1.1	Lessons In Living, Page 248 Have each student choose and demonstrate one of the grooming steps during a 2-day class period, at the end of this I.P.O. 3.1. "Grooming for Boys and Girls" pamphlet by Avon	
3.1.2	Define three types of baths 1. tub 2. shower 3. sponge	3.1.2	Match kinds of baths in column A with definitions in column B Column A 1. tub bath 2. shower bath 3. sponge bath Column B ____A. Dirt rinsed away by spraying water ____B. Soaking in a tub of water ____C. Used when there is no tub or shower Key: A. 2 B. 1 C. 3	3.1.2	Young Living Pages 168, 251	

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 3.0 (con't)

INTERIM PERFORMANCE OBJECTIVE 3.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
3.1.3	Define: complexion cosmetics medicated blemishes	3.1.3	Match the word with the definition. __________ a. complexion __________ b. cosmetics __________ c. medicated cosmetics __________ d. blemishes 1. lipsticks, powder, mascara and other beauty aids 2. a chemical added to a lotion, cream or alcohol to help dry up blemishes 3. the appearance of your skin: ex. face 4. pimples, blackheads Key: 3 a. 1 b. 2 c. 4 d.			

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 3.0

INTERIM PERFORMANCE OBJECTIVE 3.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
3.1.4	Identify the three types of skins.	3.1.4	Check the three types of skin 1. acne 3. oily 2. dry 4. normal Key: 2, 3, 4	3.1.4	Lessons in Living pages 251-254	
3.1.5	Determine your skin type.	3.1.5	Check the 3 factors which best describe your skin. Determine your skin type using the key below. Check only 3. ___1. I have blackheads and enlarged pores. ___2. My skin feels flaky and rough. ___3. My face gets shiny during the day. ___4. My skin is smooth and clear ___5. I need to use a moisturizing cream or lotion. ___6. I rarely have pimples or blackheads. ___7. I need to wash my face more often than others. ___8. My skin chaps easily. ___9. My skin requires average care. Key: If the following numbers are checked, your skin is: #1,3,7 __ oily skin #2,5,8 __ dry skin #4,6,9 __ normal skin			

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 3.0

INTERIM PERFORMANCE OBJECTIVE 3.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
3.1.6	Describe the problems that may occur with each type of skin.	3.1.6	________ skin is the type that may have trouble with blackheads and enlarged pores. ________ skin feels flaky and rough. Key: 1. oily 2. dry	3.1.6	Lessons in Living pages 251-254 View film "Teenage Skin Problems" Florida State Board of Health	
3.1.7	Identify the proper care for each type of skin.	3.1.7	With ________ skin, use cleansing creams or lotions and as little soap as possible. ________ skin needs daily care to keep it this way. ________ skin needs plenty of soap and water and should be treated with medicated lotion, cream or alcohol. Key: 1. dry 2. normal 3. oily	3.1.7	Appendix 12 Appendix 13	

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 3.0

INTERIM PERFORMANCE OBJECTIVE 3.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
.1.8	Define: brushing of hair style rinse shampoo dandruff	3.1.8	Fill in the blank space with the correct word. 1. ________stimulates the scalp and strengthens the hair. 2. Dead cells build up on the scalp and cause__________. 3. ________the hair throughly with plenty of warm water. 4. Many people prefer to use a ________to wash the hair rather than regular bath soap. 5. A good hair________can help to accent your good features. Key: 1. brushing the hair 2. dandruff 3. rinse 4. shampoo 5. style	3.1.8	Lessons In Living Page 255	
3.1.9	Identify steps one can take to treat dandruff	3.1.9	Write at least 2 steps one can take to treat dandruff Key: 1. medicated shampoo 2. brushing the hair	3.1.9	Lessons In Living Page 255	
3.1.10	Identify the importance of brushing the hair	3.1.10	Brushing________the scalp and straigntens the hair, it also removes________from the hair. ________brush strokes a day are recommended for normal hair. 1. one hundred 2. dirt or lint 3. stimulates 4. two hundred Key: 1. 3 2. 2 3. 1			

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 3.0

INTERIM PERFORMANCE OBJECTIVE 3.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
.1.11	Identify the method used to clean the comb and brush	3.1.11	Fill in the blanks Wash your comb and brush in very hot ________ water with a few drops of ________ in it. Key: sudsy, ammonia	3.1.11	Lesson In Living Pages 255-260 Young Living Pages 169-170	
3.1.12	Identify the manner in which dandruff and diseases of the scalp are transferred	3.1.12	Check how dandruff and diseases are transferred ________ a. eating after someone ________ b. wearing someone's clothes ________ c. using some else comb or brush Key: C			
3.1.13	Identify hair styles which are suitable for school and those which are suitable for special occasions	3.1.13	After viewing a visual display, select 3 hair styles suitable for school and 2 suitable for parties Key: school - B, C, E parties - A, D	3.1.13	Lessons In Living Pages 258-259 Appendix #14 Transparency: Face shapes and hair styles; Co-ed/Forecast	
3.1.14	Define: brushing of teeth dental hygiene	3.1.14	Fill in the blanks with the correct word(s) Regular ________ of teeth help to keep them clean. ________ ________ means caring for the teeth. Key: brushing dental hygiene	3.1.14	Lessons In Living Pages 261-263 Young Living Page 169 Appendix #15	

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 3.0

INTERIM PERFORMANCE OBJECTIVE 3.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
.1.15	Recognize the proper care of teeth	3.1.15	Check the correct answers. To give teeth the proper care one must: _______1. Brush teeth after each meal _______2. Eating the right food _______3. Using an electric tooth brush _______4. Regular visits to the dentist Key: 1, 2, 4, 5 Check the cleaning agents which are good for brushing your teeth: _______1. baking soda _______2. baking powder _______3. tooth powder _______4. tooth powder _______5. corn starch	3.1.15		
3.1.16	Define: a. bunion b. callous c. corn on feet d. manicure e. pedicure	3.1.16	Match the words in Column A with the definitions in Column B. COLUMN A ___1. bunion ___2. callous ___3. corn on feet ___4. manicure ___5. pedicure COLUMN B a. A rough, hard area on bottom or side of the foot b. An inflamed swelling of the joint of the big toe c. Hardening or thickening of skin usually on the toe d. Care of the feet, toes and nails e. Care of the hands, fingers and nails Key: 1. b 2. a 3. c 4. e 5. d	3.1.16	Lesson In Living Pages 264-267	

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 3.0

INTERIM PERFORMANCE OBJECTIVE 3.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
1.17	Explore the importance of the proper care of the hands.	3.1.17	Check steps in proper washing of hands: ___1. Use luke warm water and soap ___2. Lather soap on hands and wrists ___3. Brush if needed ___4. Polish the nails ___5. Rinse in warm water ___6. Dry your hands throughly ___7. Use lotion to replace oils Key: 1, 2, 3, 5, 6, 7	3.1.17	Lessons In Living Pages 264-266	
1.18	Recognize some of the causes of unattractive hands	3.1.18	Check two conditions that may cause unattractive hands: ___1. Constant exposure to weather. ___2. Strong cleansing compounds ___3. Wearing gloves Key: 1, 2	3.1.18	Young Living Pages 171-172	
1.19	Recognize the proper care of the feet	3.1.19	Check the steps in the proper care of the feet: ___1. Wear properly fitted shoes and stockings ___2. Soak the feet in warm, soapy water ___3. Scrub with a brush ___4. Rinse in cool water ___5. Polish toe nails Key: 1, 2, 3, 4	3.1.19	Young Living Pages 171-172	

COURSE Personal Career Orientation

TERMINAL PERFORMANCE
OBJECTIVE NO. 3.0 **(cont'd)**

X-4.143

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
3.2	The student will identify clothing properties which protect individuals in various living and occupational activities as evidenced by correctly answering 9 out of the 12 responses	3.2	Choose at least two clothing properties from the list in Column 2 that would be worn by the workers in Column 1 Column 1 ___ ___ A. fireman ___ ___ B. construction worker ___ ___ C. race car driver ___ ___ D. policeman ___ ___ E. waitress ___ ___ F. cook Column 2 1. water repellent 2. crease resistant 3. safety goggles 4. hard hats 5. safety glass 6. gas mask 7. helmet 8. bullet proof vests 9. ear plugs 10. hair net 11. special shoes 12. absorbent 13. fire proof 14. apron

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 3.0

INTERIM PERFORMANCE OBJECTIVE 3.2

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
.2.1	Recognize clothing properties (characteristics, qualities, substances) 1. water repellent 2. crease resistant 3. safety goggles 4. hard hats 5. safety glass 6. gas mask 7. helmets 8. bullet proof vests 9. ear plugs 10. hair nets 11. special shoes 12. absorbent 13. fire proof 14. aprons	3.2.1	Cut pictures from magazines showing people wearing articles made of materials with special properties (Ex. cook with apron, motorcyle rider with helmet, welder with face mask)	3.2.1	Bulletin Board Use pictures that were cut out	
.2.2	Analyze clothing properties	3.2.2	List one characteristic of each clothing property found in 3.2.1 Example: 1. water repellent—non absorbent 2. crease resistant—does wrinkle 3. safety goggle—protects eye			
.2.3	See the effect of clothing properties on workers	3.2.3	Students relate (orally or written) an incident where workers (did or did not) use the appropriate kind of material for their work. Ex. Brick falls on construction workers foot; waitress not wearing hair net			

COURSE Personal Career Orientation

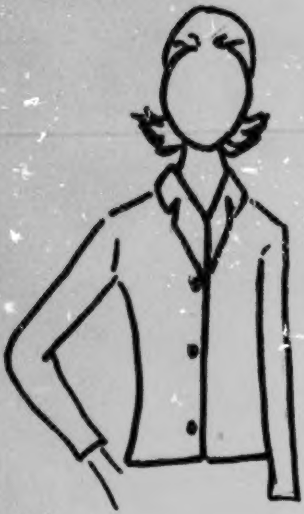
TERMINAL PERFORMANCE OBJECTIVE NO. 3.0 **(cont'd)**

X-4.140 level 2-a

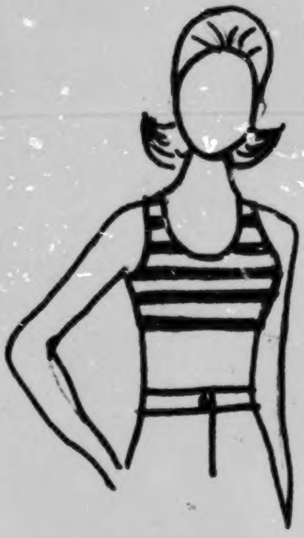
NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
3.3	The student will demonstrate his understanding of the relationship between the way an individual feels and the way he is dressed as evidenced by correctly matching 4 pictures out of 6 in the given exercise.	3.3	See attached test

I. P. O. 3.3 Test

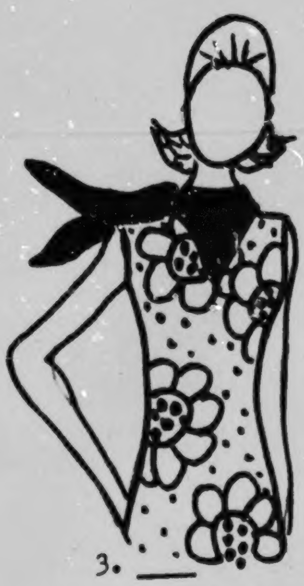
Place the letter which best discribes how the individual feels by the way he/she is dressed.



1. ____

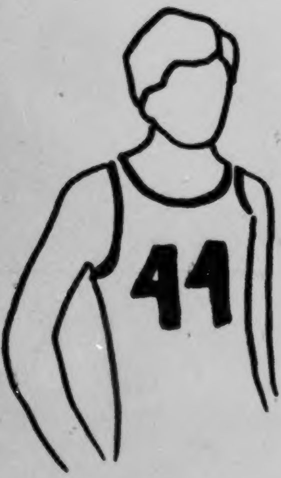


2. ____

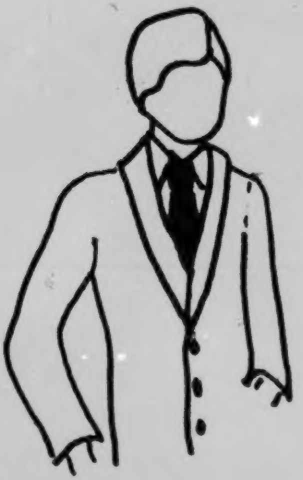


3. ____

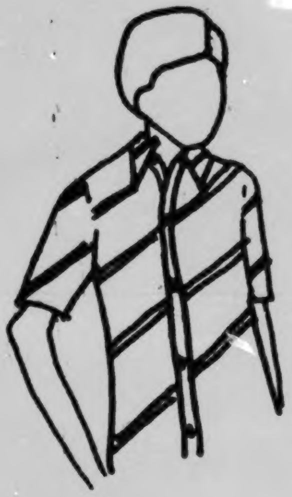
A. Relaxed
B. Serious
C. Cheerful



4. ____



5. ____



6. ____

A. Relaxed
B. Serious
C. Cheerful

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 3.0

INTERIM PERFORMANCE OBJECTIVE 3.3

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
3.1	Define: moods feelings	3.3.1	A person's state of mind determines his __________.	3.3.1	Use pictures in Appendix #16 for class discussion of moods and feelings	
3.2	Identify moods and feelings: happy sad cheerful gloomy relaxed worried flirty conservative silly	3.3.2	From the pictures given in the Appendix #16 have students identify the feeling or mood that the person in the picture has	3.3.2	Appendix 16 Teen Guide to Homemaking, P. 54	

COURSE Personal Career Orientation

TERMINAL PERFORMANCE
OBJECTIVE NO. 3.0 **(cont'd)**

X-4.158 level 1-e,h,j

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
3.4	The student will demonstrate his knowledge of personal skills related to personal appearance and employability by correctly circling 7 out of 10 responses	3.4	Circle the worker in Column B who would be most likely to wear the given clothing in Column A:

Column A	Column B
1. dangling jewelry	model - nurse
2. dress suit	salesman - construction worker
3. elbow length hair	machinest - cab driver
4. excessive make-up	secretary - entertainer
5. fashionable clothing	saleslady - stockboy
6. high paltform shoes	bag boy - telephone operator
7. very short skirt	file clerk - typist
8. long pants	short order cook - professional tennis player
9. collar & tie	banker - P.E. teacher
10. bathing suit	lifeguard - principal

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 3.0　　　　INTERIM PERFORMANCE OBJECTIVE 3.4

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
.4.1	Define personal skills that relate to personal appearance	3.4.1	Check the best definition _____1. ability to choose clothing, accessories, make-up and hair styles that go together well _____2. ability to choose clothing, accessories, make-up and hair styles that conflict Key - 1	3.4.1	Teen Horizons Page 150-154	
3.4.2	Discover personal skills related to personal appearance	3.4.2	Check the skills that relate to personal appearance _____1. coordinating clothing _____2. proper laundry techniques _____3. proper care (repairs) of clothing _____4. selecting proper make-up _____5. choosing and wearing becoming hair styles _____6. getting proper food, rest and exercise _____7. managing money, time and energy well		Appendix 17	

Key

3.0 hair
eyelashes
scarfs
jewelry
purse
nails
hose
bra
dress
slip

3.2 (a.) 1, 4, 11, 13
(b.) 4, 11
(c.) 3, 5, 7, 11, 13
(d.) 8, 11
(e.) 10, 11, 14
(f.) 12, 14

3.3 (1.) b
(2.) a
(3.) c
(4.) a
(5.) b
(6.) c

3.4
1. model
2. salesman
3. cab driver
4. entertainer
5. saleslady
6. telephone operator
7. typist
8. short order cook
9. banker
10. life guard

Appendix 12

Your Name ______________________

Teacher's Name ______________________

Class ______________________

TEENAGE SKIN PROBLEMS
True or False Quiz

Place "T" or "F" in front of number:

____ 1. There are three basic causes of skin problems.

____ 2. As skin heals, a new layer is formed over the inflamed area.

____ 3. Diet has a definite effect on the condition of the skin.

____ 4. Proper washing removes flaky skin.

____ 5. Creams clean the skin better than soap.

____ 6. Washing with soap always dries the skin.

____ 7. You don't need a wash cloth to wash your face properly.

____ 8. With proper care, I can expect results within two weeks.

____ 9. I can skip washing my face at night.

____ 10. There is no way to get rid of pimples.

____ 11. To be effective, a medicated soap has to be harsh.

____ 12. Black heads are caused by excess skin oils.

____ 13. There's no need to see your doctor about something as simple as pimples.

____ 14. There's no way to tell in advance whether a blemish cream really works.

____ 15. A tendency toward skin problems may be inherited.

(Key True: #1(diet, skin care, heredity) 3, 4, 7, 8, 12, 14, 15.

PROBLEMS CAN ARISE!

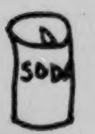
3 out of 4 teenagers have blackheads or acne

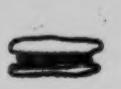
What To Do:

1. Avoid oily and greasy foods
2. Keep hands away from face
3. Use soaps with bacteria fighters

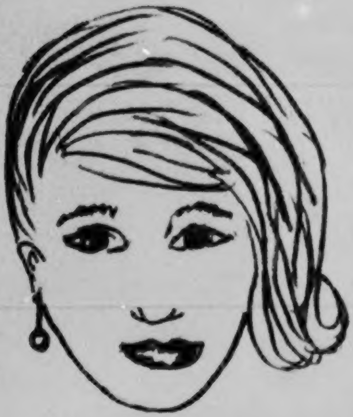
(in severe cases:)

4. Consult a physician

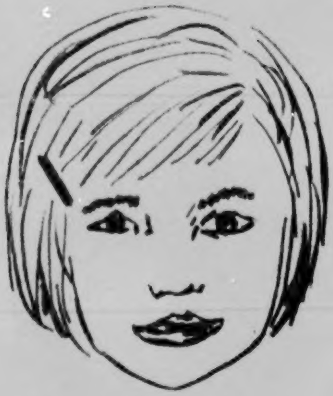




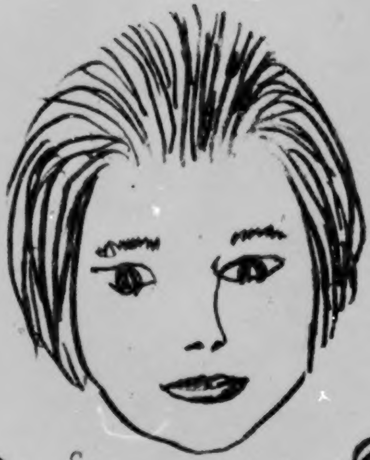
Appendix #14



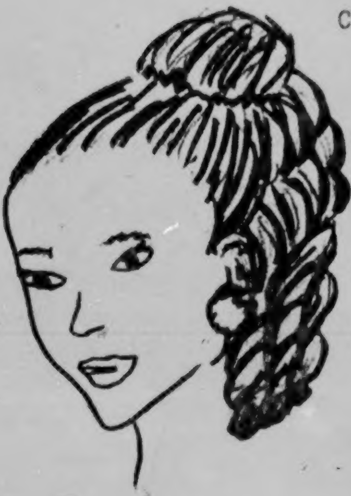
A.



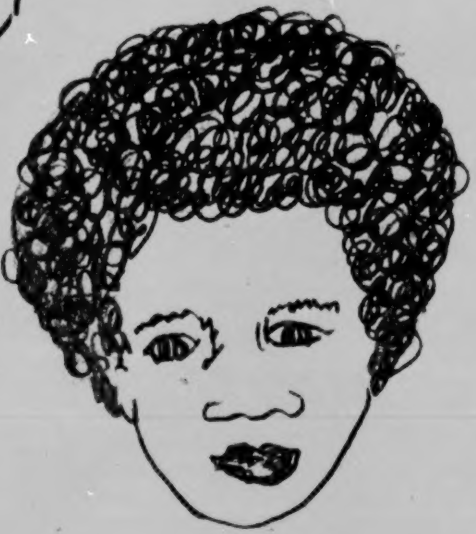
B.



C.

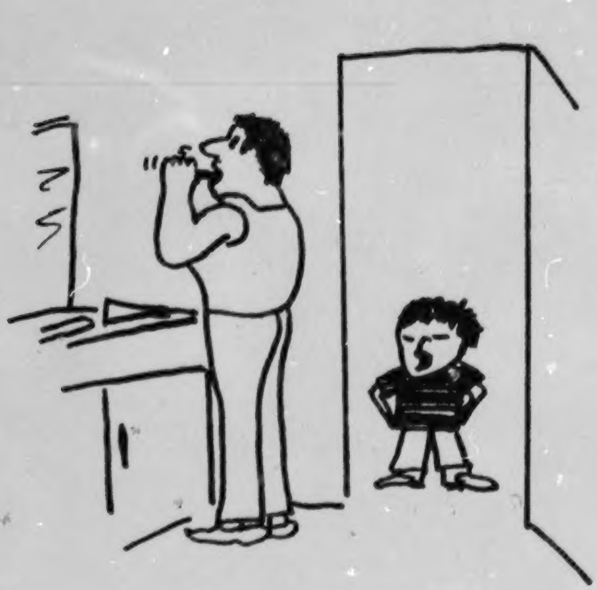


D.



E.

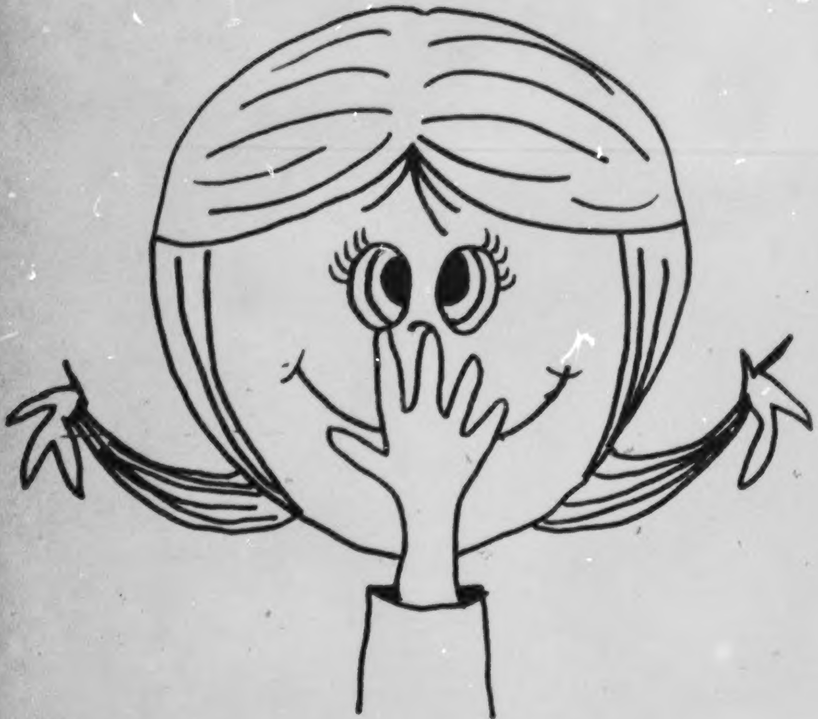
PROTECT YOUR SMILE



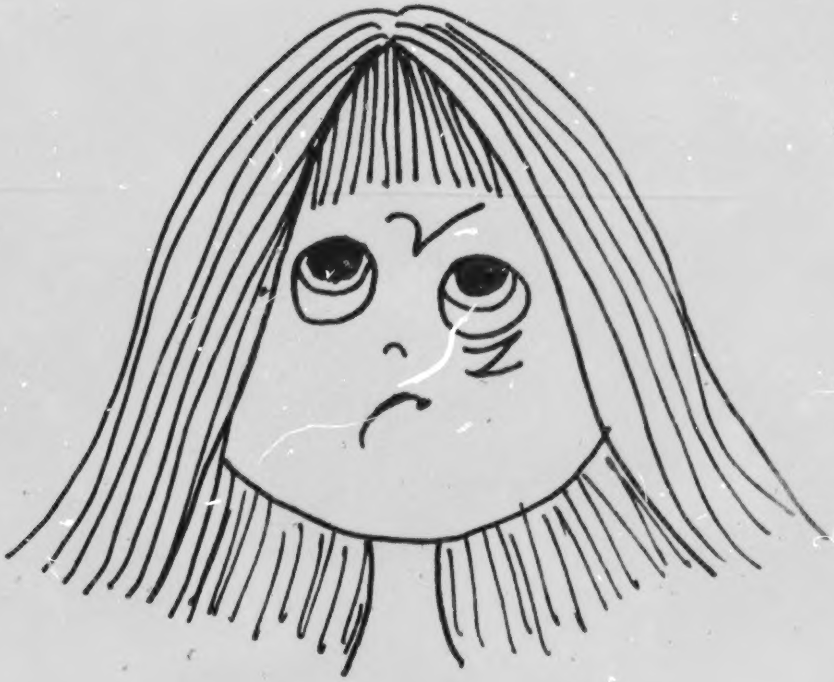
"... Anyone see the toothbrush I used to sweep out the hamster's cage?"

- Brush teeth after meals
- Control intake of sweets
- Visit Dentist regularly

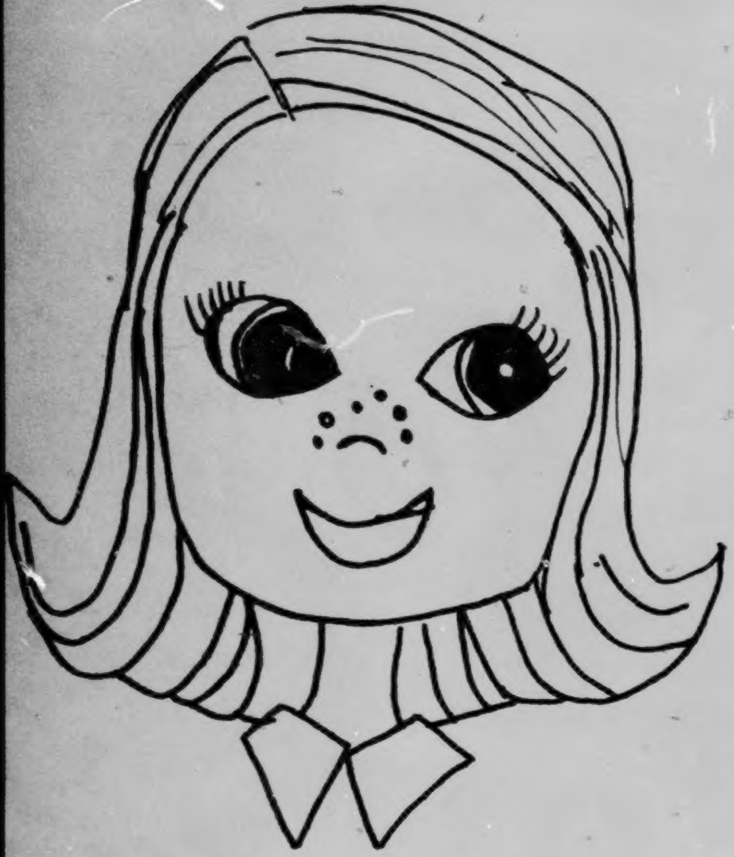
Appendix 16a



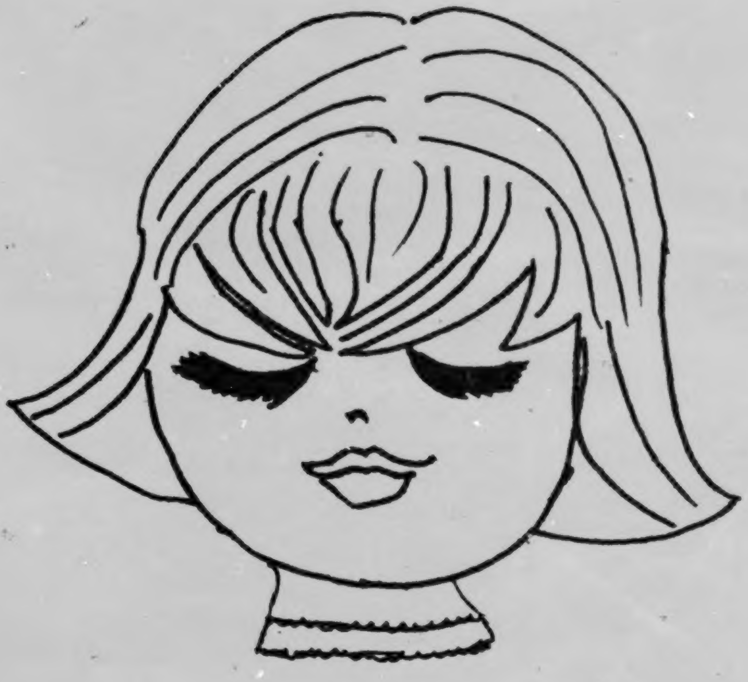
117



118



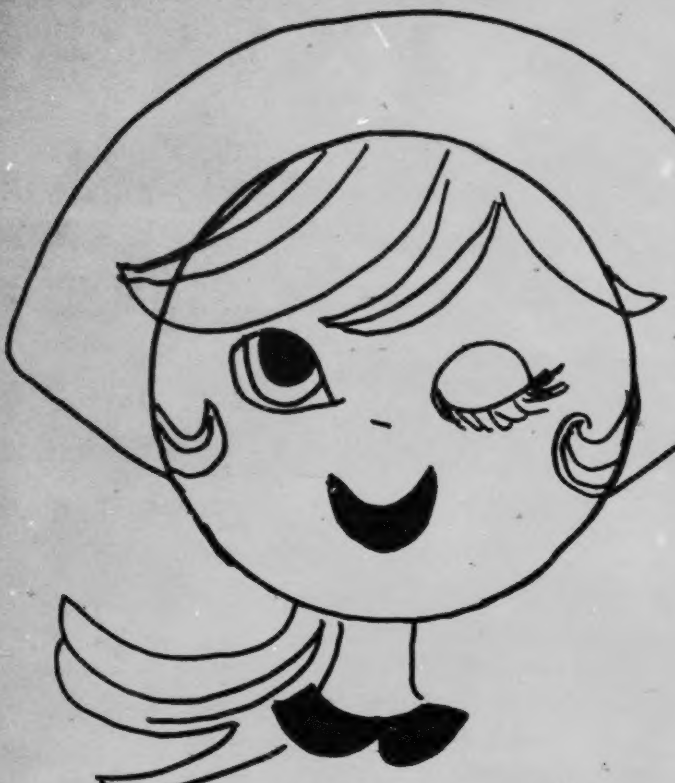
119



Appendix 16b

120

Appendix 16c



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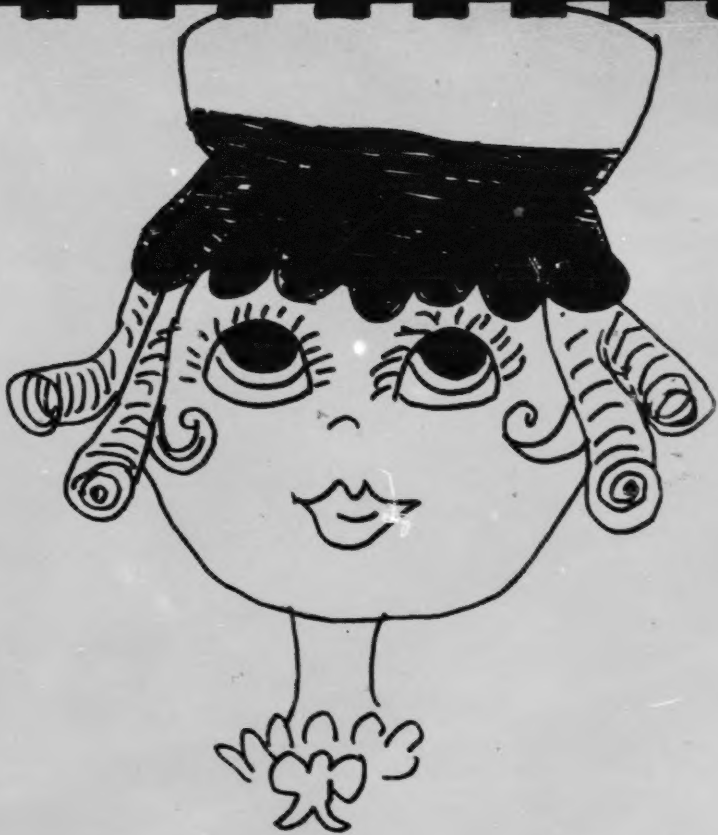

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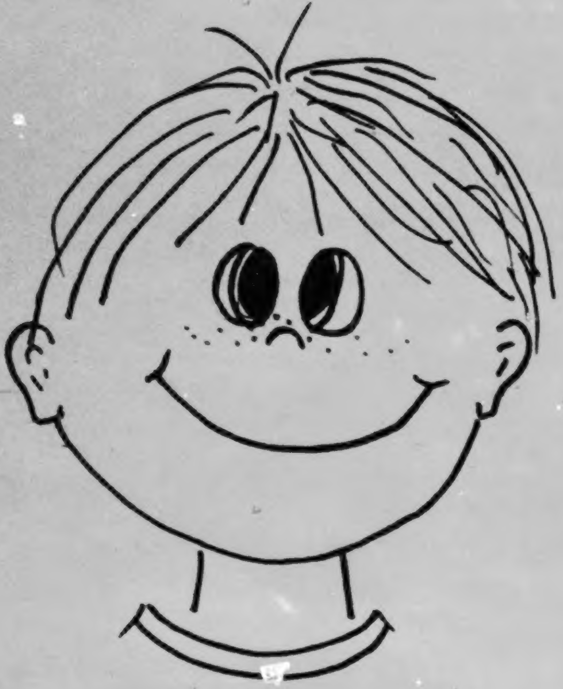

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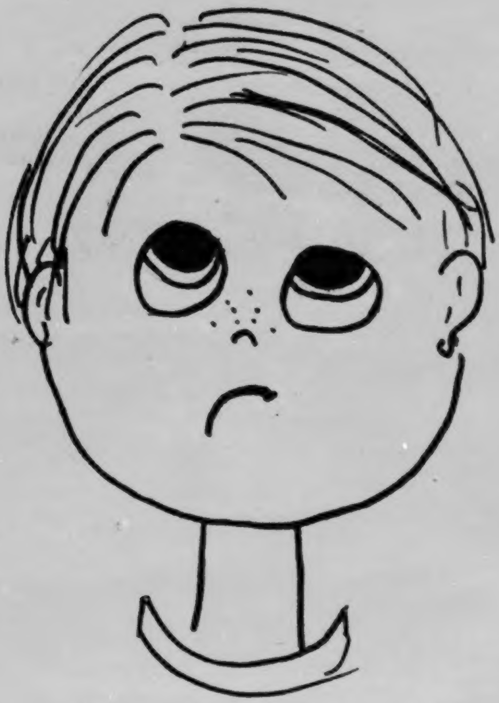


124

CASE STUDIES FOR GROOMING

Karen was new to her neighborhood and was anxious to get some babysitting jobs. She had decided to visit several families with young children.

She was so anxious, in fact, that she set off wearing her normal at-home clothes - patched, hip-hugger jeans and halter top. She slipped on a pair of well-worn sandals because she knew she might be walking a lot and they were comfortable. At the last minute, Karen remembered that some of the families had school-aged children and the mother might want someone older than 13 years to babysit. She quickly applied some eye shadow and mascara which her friends had always told her made her look older.

What three grooming mistakes did Karen make?

1. clothes not appropriate
2. old, worn shoes
3. make-up could make her look irresponsible and playing at being "grown-up"

Marilyn wanted a job for after-school hours and on Saturdays. She heard that the hospital wanted a girl to run errands, write letters for patients, and tell stories to children. She decided that she would apply.

Marilyn went to the hospital to be interviewed. Since the wind had mussed her hair on the way to the hospital, she took out her comb and began to fix her hair while the nurse asked her some questions. She knew she had a spot on her blouse, but she thought no one would notice it if she slumped in her chair a bit. The nurse gave Marilyn a form to fill out and while she was thinking about some of the questions, she began to bite her nails.

What four mistakes did Marilyn make during her interview?

1. combed her hair in public
2. spot on blouse
3. poor posture
4. bit nails

COURSE Personal Career Orientation

ACCREDITATION STANDARD

TERMINAL PERFORMANCE OBJECTIVE NO 4.0

X-4.44
X-4.153 level 3-c

Upon completion of a unit on personal nutrition, the student will describe the importance of personal nutrition needs for employability and how these needs may be met through food intake by correctly answering 17 out of 25 questions.

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
		4.0	See attached

T.P.O. 4.0

DIRECTION: Beside each statement indicate if the statement is TRUE or FALSE by writing the appropriate word:

____ 1. Nutrients are necessary for growth and repair of tissue, body maintenance, regulation and energy.

____ 2. There are 4 nutrients.

____ 3. Carbohydrates are needed for growth and repair.

____ 4. Fats are needed for energy.

____ 5. Vitamin A is needed for the skin and eyes.

____ 6. A deficiency of iodine may cause goiter.

____ 7. A deficiency of vitamin C causes anemia.

____ 8. A source of protein is meat.

____ 9. A source of vitamin D is the sunshine.

____ 10. The basic four food groups are meat, fruit, vegetables, and bread.

____ 11. A teenager needs 3 or more glasses of milk per day.

____ 12. Four servings of protein are needed daily.

____ 13. Cheese is in the protein group.

____ 14. Tomatoes are in the fruit and vegetables group.

____ 15. Grits are in the milk and dairy group.

____ 16. Snacks should be nutritious and full of energy.

____ 17. A calorie is a unit used to measure fat.

____ 18. An empty calorie has a lot of nutrients.

____ 19. Chocolate cake has a lot of calories.

____ 20, A teenager needs 2,500 to 3,000 calories a day.

____ 21. Eating gelatin to have longer fingernails is a food fad.

____ 22. A good breakfast before work or school is needed to keep a person alert and energetic.

____ 23. Snacks during working hours should be full of energy but not filling.

T.P.O. 4.0
(cont'd)

_____24. People out grow their need for milk.

_____25. A person will get more work done if they nibble all day.

COURSE Personal Career Orientation

TERMINAL PERFORMANCE
OBJECTIVE NO. 4.0 **(cont'd)**

X-4.150 level 3 a,g

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
4.1	The student will identify his food habits and relate effects of food habits on personal nutrition as evidenced by correctly answering 6 out of 10 questions	4.1	See attached

I.P.O. 4.1 Test

The following items are multiple choice. Only one response is correct; check your choice.

1. Leafy green and yellow vegetables furnish the body with
   A. fat
   B. vitamin A
   C. vitamin D
   D. protein

2. Chief function of fat in the diet is to
   A. furnish energy
   B. build tissues
   C. aid digestion
   D. remove waste from the body

3. Proteins are important for
   A. giving us heat energy
   B. helping us grow
   C. helping our eye sight
   D. helping elimination

4. Standard recommended guide for proper nutrition
   A. eating regularly
   B. basic four food groups
   C. eating tasty foods
   D. diet of your choice

5. Food habits are influenced by
   A. family income
   B. parents and friends
   C. religion
   D. all of the above

6. Number of calories needed by teenagers
   A. 1000 — 2000
   B. 750 — 950
   C. 2500 — 3000
   D. 3000 — 3500

7. May cause poor food habits
   A. eating alone
   B. sleeping too late
   C. eating on the run
   D. all of the above

(cont'd)

8. Milk and milk products
   - A. helps us to have healthy teeth
   - B. roughage
   - C. helps us to grow
   - D. A & C

9. Snacks should be
   - A. nutritous
   - B. counted as a part of daily food intake
   - C. not counted as a part of daily food intake
   - D. A & E

10. Water in our bodies help
    - A. elimination
    - B. circulation
    - C. digestion
    - D. all of the above

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 4.0 INTERIM PERFORMANCE OBJECTIVE 4.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
1.1	Define: nutrient	4.1.1	________ are substances necessary for growth and repair of tissue, body maintenance and regulation and energy	4.1.1	"Young Living" chapter 5 *Lessons In Learning*, p. 10-15 *Exploring Home and Family Living* 28-45 *Teen Horizons* 244-245 *Steps in Home Living*, p. 62	
1.2	Identify the nutrients	4.1.2	The nutrients in food, needed by bodies to maintain health and efficient performance, can be classified in groups: 1. p _ _ te 2. c _ _ b _ hyd _ _ _ _ (starches and sugar) 3. f _ _ 4. v _ ta _ _ _ _ 5. m _ n _ r _ _ s Which of the above NUTRIENTS are necessary for (a) growth and repair of tissue? ________ ________ (b) for energy? ________ and ________ (c) for body maintenance and regulation? ________ and ________ and ________	4.1.2	Same as 4.1.1 The nutrients may be scrambled or placed in a word search for the students to identify	

(cont'd)

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 4.0 (cont'd)

INTERIM PERFORMANCE OBJECTIVE 4.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
		4.1.2	Key: 1. protein 2. carbohydrate 3. fat 4. vitamin 5. minerals a. protein b. fat, carbohydrate c. vitamin, mineral			
.1.3	Identify functions of nutrients	4.1.3	Match the following: **NUTRIENTS** ___a. carbohydrates ___b. fats ___c. protein ___d. vitamin A ___e. calcium (mineral) **FUNCTIONS** 1. building and repairing body tissue 2. energy 3. skin and eyes 4. pads the body 5. builds strong bones and teeth Key: (a.) 2 (b.) 4 (c.) 1 (d.) 3 (e.) 5	4.1.3	Same as 4.1.1	

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 4.0

INTERIM PERFORMANCE OBJECTIVE 4.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
.1.4	Recognize deficiency diseases	4.1.4	Write the disease caused from a lack of the following nutrients. ______ A. Vitamin A ______ B. Vitamin B ______ C. Vitamin C ______ D. Iron ______ E. Iodine Key: (a.) night blindness (b.) beriberi, (c.) scurvy, (d.) anemia (e.) goiter	4.1.4	Exploring Home & Family Living Chapter 4	
.1.5	Recognize food sources of nutrients	4.1.5	Match the following food and their sources in Column I and Column II. COLUMN I — COLUMN II ____1. Iodine — a. orange juice ____2. Protein — b. sea food ____3. Vitamin C — c. meat Key: 1. b, 2. c, 3. a	4.1.5	See Appendix 18	

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 4.0

INTERIM PERFORMANCE OBJECTIVE 4.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
1.6	Identify Basic 4 Food Guide	4.1.6	Complete: One guide for determining our daily food intake is the Basic 4 guide. These groups of food are: 1.__________and dairy products. 2.__________and cereal. 3.__________and vegetable. 4.__________and protein. Key: 1. milk, 2. breads, 3. fruits, 4. meat	4.1.6	Lessons In Living Lesson 1 Steps In Home Living Pages 58-63 Young Living Page 85	
1.7	Identify number of daily servings needed from each of the Basic 4 Food Groups	4.1.7	In order to eat food that will provide enough energy, growth and repair of tissue, and good health and vitality, a teen-ager needs the following each day: FOOD GROUP — SERVINGS NEEDED EACH DAY milk & dairy — a.__________ fruit & vegetable — b.__________ bread & cereal — c.__________ protein — d.__________ Key: (a.) 3 or more, (b.) 4 or more, (c.) 4 or more, (d.) 2 or more	4.1.7	Same as 4.1.6	

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 4.0

INTERIM PERFORMANCE OBJECTIVE 4.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
1.8	Classify foods in Basic 4 Food Groups	4.1.9	1. Protein 2. Bread & Cereal 3. Fruits & Vegetables 4. Milk & Dairy Write the number of the above group to which the following foods belong: _____a. water melon _____b. crackers _____c. eggs _____d. cheese _____e. tomatoes _____f. rice _____g. fish _____h. cottage cheese Key: 3, 2, 1, 4, 3, 2, 1, 4.	4.1.9	Same as 4.1.6 Appendix 19 Appendix 20	
1.9	Examine individual food intake and identify Basic 4 Food Groups represented	4.1.9	Complete "Record of Foods Eaten for One Day"	4.1.9	See Appendix 21	
1.10	Describe how your personal nutrition needs may be met through food intake	4.1.10	Complete "A DIETARY Score Card"	4.1.10	See Appendix 22 See Appendix 23 for suggested "Hands-On" experiences	

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 4.0

INTERIM PERFORMANCE OBJECTIVE 4.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
.1.11	Define: calorie low-calorie high-calorie empty-calorie	4.1.11	Match each word with the correct definition Words _____1. High-calorie _____2. Empty-calorie _____3. Calorie _____4. Low-calorie Definitions (a) a unit used to measure the amount of heat or energy produced by food (b) not many calories (c) calories with no other nutritients except carbohydrates (d) many, many calories Key: 1. d, 2. c, 3. a, 4. b	4.1.11	Young Living PP. 92-98 Teen Horizons PP. 249-251	
.1.12	Identify the number of calories needed by teenagers	4.1.12	Teenagers need about __________ calories daily Key: 2,500 — 3,000	4.1.12	Young Living PP. 92-98 Exploring Home and Family Living PP. 33, 40 Have students calculate the amount of calories they consumed in one day	

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 4.0

INTERIM PERFORMANCE OBJECTIVE 4.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
1.13	Recognize food fads	4.1.13	Place a check by the food fads or fallacies ____1. Children should take vitamin supplements ____2. Gelatin will make your fingernails grow longer ____3. Weight control is influenced by the number of calories ____4. A large amount of Vitamin C prevents colds Key: 1, 2, 4	4.1.13	"Fallacy And Food Facts" P. 92-94 Food And Nutrition Florida State Guide	

COURSE Personal Career Orientation

TERMINAL PERFORMANCE OBJECTIVE NO. 4.0 **(cont'd)**

X-4.158 level 1-e,h,j

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
4.2	Relates nutritional status to employability for high level job performance	4.2	Good nutrition is needed for top level job performance. Make sure that Joe, a construction worker's diet includes all of the required servings from each of the Basic 4 food groups. Underline one food in each parenthesis ( ) Joe's Breakfast Grapefruit Juice Oatmeal (1) (Egg, Pancakes) Toast (2) (Milk, Coffee) Joe's Morning Break (3) (Ice Cream Bar, Coffee) Joe's Packed Lunch 2 Ham and Cheese Sandwiches (4) (Carrot sticks, Biscuits) Cookies Apple Milk Joe's Afternoon Snack Fruit Drink Joe's Dinner Meatloaf (5) (Corn, Rice) Bread Cake Iced Tea

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 4.0

INTERIM PERFORMANCE OBJECTIVE 4.2

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
.2.1	Describe how food affects an individual's feelings (physical and mental)	4.2.1	"Eating the right foods make you look, feel and act better" Draw a line from the kind of feelings to all of the words that describe that feeling a. pleasant Physical Feelings b. thoughtful c. strong d. calm e. dependable Mental Feelings f. hungry g. enthusiastic Key: Physical: c, f Mental: a, b, d, e, g	4.2.1	Lessons In Living Pages 18-19	

Key 4.0

1. True
2. False
3. False
4. True
5. True
6. True
7. False
8. True
9. True
10. False
11. True
12. False
13. False
14. True
15. False
16. True
17. False
18. False
19. True
20. True
21. True
22. True
23. True
24. False
25. True

4.1
1. B
2. A
3. B
4. B
5. D
6. C
7. D
8. D
9. D
10. D

4.2
1. egg
2. milk
3. ice cream bar
4. carrot sticks
5. corn

Appendix #18

Games On Nutrients

A. Divide the class into 2 teams - "F" and "N". The first person on the "F" team may name a food; the first person on the "N" team answers with the peoper nutrient. If someone gives a wrong answer, that person is out of the game. After the game ends, the teams line up again. This time make the "F" team the "N" team.

B. Jeopardy Rules: Divide class into 2 teams. Each team has a leader who is responsible for choosing the category and saying the answer. Anyone can raise his hand to answer a question but he must tell it to the team leader. If anyone else from the team would like to help, this is permissable. If a team raises their hand first they have one minute to answer correctly to receive their points, if not the amount subtracted from their points but the other team may not answer. (Teacher gives the answer). The team that correctly answered the last question gets to choose the next category. In each category one question can not be asked until the ones above it are gone. One category does not have to be completed until you can go to the next category. The team that chooses the "Double Jeopardy" card can only answer that question and if correct, they receive twice the face value of the question. The team with the most points win.

Playing board may be plywood or bulletin board with nails or tacks to hold cards. Each card should be at least 6" x 6" - 75 cards in total plus your Double Jeopardy cards you may place anywhere between top and middle card. (usually 2)

I. Top Layer:

CC*	CC	CC	CC	CC
10	10	10	10	10
20	20	20	20	20
30	30	30	30	30
40	40	40	40	40
50	50	50	50	50

*CC - category card

II. Middle Layer - Questions

CC. Proteins
10 - Why is protein necessary?
20 - Name 3 sources of protein.
30 - Do vegetables have protein?
40 - How many servings of meat (protein) do we need a day?
50 - What happens when a person does not eat protein?

CC. Carbohydrates
10 - What are carbohydrates?
20 - Name 3 sources of carbohydrates.
30 - What can carbohydrates be changed into in your body?
40 - What do carbohydrates give you?
50 - Which has more carbohydrate value, a potato or a slice of white bread?

CC. Fats
10 - Do fats come from animals, plants, or both?
20 - Do fats give you energy?
30 - Does milk contain fat?
40 - Does sugar contain fat?
50 - Does butter or margarine contain fat?

CC. Vitamins
10 - Why are vitamins necessary?
20 - What does Vitamin A affect?
30 - What is another name for Vitamin D and why?
40 - Vitamin B is found in what foods?
50 - What is caused by a lack of Vitamin C?

CC. Minerals
10 - Name 3 minerals?
20 - Your bones and teeth need what 2 minerals?
30 - What is a source of iodine?
40 - What is a source of calcium and phosphorus?
50 - What is caused by a lack of iron?

III. Bottom Layer - Answers
Protein
10 - body, growth and repair
20 - meat, fish, poultry
30 - yes, but incomplete
40 - 2 servings
50 - slow growth and repair

Carbohydrates
10 - plant foods that contain starch or sugar
20 - cereals, fruits, vegetables
30 - fat
40 - energy
50 - white bread

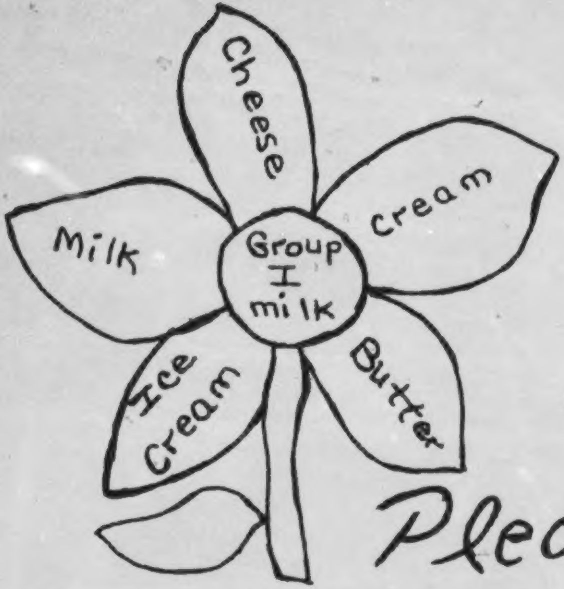
Bottom Layer - Answers
(cont'd)

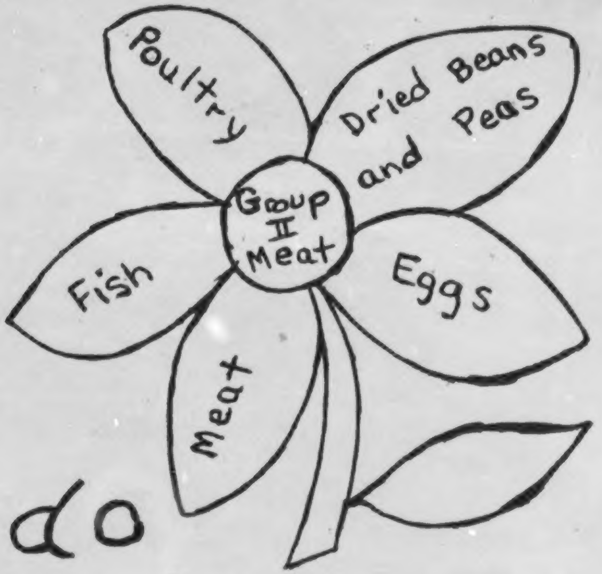
Fats
10 - both
20 - yes
30 - yes
40 - no
50 - yes

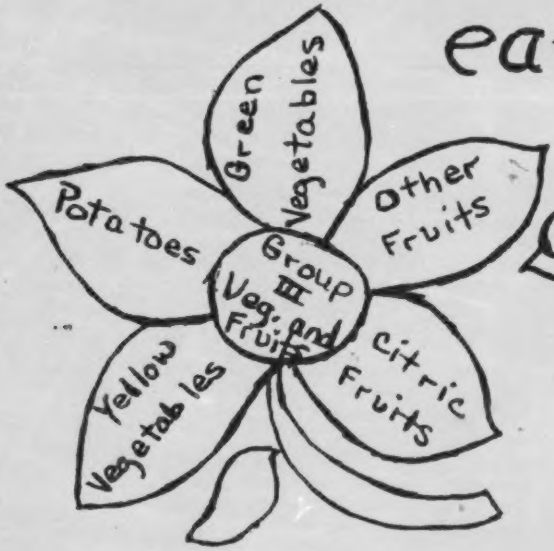
Vitamins
10 - help to regulate body processes
20 - skin, eyes
30 - sunshine vitamin, you may get it from the sun.
40 - meat, milk, fruits, vegetables and grain
50 - scurvy

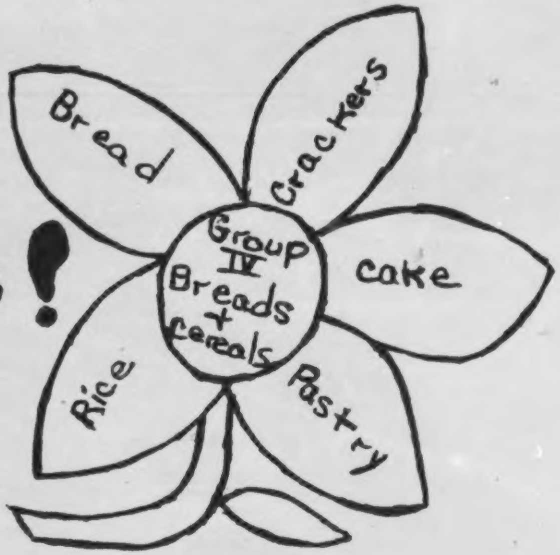
Minerals
10 - calcium, phosphorus, iodine, iron
20 - calcium, phosphorus
30 - seafood, salt
40 - milk
50 - anemia

Please do eat the Daisies!


Cheese
cream
Milk
Group I milk
Ice Cream
Butter


Poultry
Dried Beans and Peas
Group II Meat
Fish
Eggs
Meat


Green Vegetables
Potatoes
Other Fruits
Group III Veg. and Fruits
Yellow Vegetables
Citric Fruits


Bread
Crackers
Group IV Breads + cereals
cake
Rice
Pastry

Appendix #19 104

Taken from Food and Nutrition Guide, Monograph 74, University of Arkansas.

Appendix #20

SUPERMARKET RUMMY

June Patchett

The purpose of this game is to create food combinations that constitute "balanced meals" while noting the cost of food.

Preparation required:

Construct a deck of cards containing names of foods representing all food groups and prices of one serving. Number of cards in deck can vary according to number of players and complexity desired. Minimum of about 48 cards desirable.

Rules of play:

Deal each player 8 cards and use standard rummy procedure.
Place rest of deck on table. Turn top card face up.
First player may take that card or draw top one from deck, then discard one on the face-up stack.

Players may lay down "books" of 4 cards which they think make a balanced meal. Meal must contain all four food groups. Continue until one player has two "meals" or all cards have been drawn.

Scoring is based on cost of meal:

15 points for each meal if cost is 30¢ or less
10 points for each meal if cost is 31-50¢
5 points for each meal if cost is 51-75¢
1 point for each meal if cost is 76¢ or more

Appendix #21

RECORD OF FOODS EATEN FOR ONE DAY

Please fill in the blanks:

Name ______________________ Sex ______________

Age ______________________ Date ______________

List all the foods you eat each day (24 hour period) including butter and beverages. If you eat 2 helpings of a food write after it (2), if 3 helpings write (3). Tell whether food was cooked or raw, and if the bread was whole grain, white or cornbread.

FOOD EATEN FOR BREAKFAST		M&D	B&C	F&V	Meat
1. ________	2. ________	____	____	____	____
3. ________	4. ________	____	____	____	____
5. ________	6. ________	____	____	____	____
Snacks ________		____	____	____	____

FOOD EATEN AT NOON			M&D	B&C	F&V	Meat
1. ______	2. ______	3. ______	____	____	____	____
4. ______	5. ______	6. ______	____	____	____	____
7. ______	8. ______	9. ______	____	____	____	____
Snacks ______			____	____	____	____

FOOD EATEN AT NIGHT			M&D	B&C	F&V	Meat
1. ______	2. ______	3. ______	____	____	____	____
4. ______	5. ______	6. ______	____	____	____	____
7. ______	8. ______	9. ______	____	____	____	____
Snacks ______			____	____	____	____
		TOTALS	____	____	____	____

SUMMARY:

1. In which group (food) did you meet the daily requirements?
2. In which group were you lacking the minimum number of servings recommended per day?
3. What can you add to this diet to recieve the recommended number of servings in each group?

Appendix #22

A DIETARY SCORE CARD

Directions: Write your score for each of the food groups listed below. Score yourself for one days food intake only. Do not write a score higher than the one allowed for each group of foods.

BASIC FOOD GROUP	FOODS	EACH DAY YOU NEED	SCORE FOR ONE DAY	YOUR SCORE
I.	Green and yellow vegetables	1 serving	10	
	Citrus fruits or other vitamin C rich foods	1 serving	10	
	Potatoes and other vegetables and fruits	3 servings	5	
II.	Milk and milk products	3-4 cups	20	
III.	Meat, poultry, fish	1 serving	15	
	Meat, poultry, fish or meat alternates	1 serving	10	
	Eggs	1 daily (at least 4 per wk.)	5	
IV.	Whole grain or enriched bread or cereal	1 serving per meal	10	
	Butter or other fats	2-3 tbsp.	5	
	A good breakfast, including some form of protein, as milk or egg.		10	
		Total......	100	Your Total ____

To summarize - answer:

1. In which food group(s) was your score correct? ____
2. In which food group(s) was your score lower than it should be? ____
3. What food(s) could you add to this day's food intake to make your score correct? ____

Appendix #23

1. Have students bring in snacks from home to eat in class. Have class set up the criteria for good snacks (ie: cost, nutrition, preparation) and rate each snack.

2. Plan nutritious "box" lunches and make them in class.

3. Plan and prepare a snack using cereal (toasted).

4. Plan and prepare a very simple snack to be served at a special occasion at work (fondue, finger sandwiches, punch.

COURSE Personal Career Orientation #2709

ACCREDITATION STANDARD

TERMINAL PERFORMANCE
OBJECTIVE NO. 5.0

X-4.148 level 3-c,d,e

After instruction, demonstration and other learning activities, 76% of the students will be able to demonstrate their acquired knowledge of the principles of management in the given test with 70% proficiency.

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
		5.0	See attached test

T.P.O. 5.0

Place "Yes" in blank if the statement is true and "No" if the statement is false

_____ 1. The worth of management determines how personal resources are used.

_____ 2. Goals are reached through wise use of time, money and energy.

_____ 3. Everyone has the same amount of time per day.

_____ 4. Values and attitudes determines how one uses his energy.

_____ 5. Poking around is an enemy of wise use of energy.

_____ 6. Deciding on goals can influence the use of energy.

_____ 7. A time schedule cannot be changed.

_____ 8. A list of jobs to be done is a good management practice.

_____ 9. Energy is affected by food, rest and exercise.

_____10. Goals are reached through the wise use of money.

COURSE Personal Career Orientation #2709

TERMINAL PERFORMANCE OBJECTIVE NO. 5.0 **(cont'd)**

X-4.147 level 2-a,g,i

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
5.1	The student will comprehend the need for skills in managing resources, as evidenced by correctly responding to 4 of the 6 correct statements	5.1	Circle the following statements that are most likely to occur when resources are wisely managed - there are 6 correct statements a. dependence on others b. attainment of goals c. makes good grades d. no time for recreation e. money for luxuries f. often late for appointments g. may drop out of school h. may have hobbies i. satisfies wants j. improve personal skills

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 5.0

INTERIM PERFORMANCE OBJECTIVE 5.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
.1.1	Identify human resources: energy skill aptitude intelligence imagination patience understanding time money	5.1.1	Circle the human resources: a. energy e. air b. imagination f. aptitude c. land g. patience d. time h. factory Key: a, b, d, f, g	5.1.1	Enjoying Family Living Chapter 8 Teen Guide To Home Making Chapter 3 Types Of Resources Appendix #24	
.1.2	Define: a. tangible b. intangible	5.1.2	Match the following description with the term it describes: (tangible - intangible) _____1. something which can be touched _____2. something which cannot be touched or seen Key: 1. tangible 2. intangible			
.1.3	Identify three personal resources	5.1.3	Your personal resources are your ____________, ____________ and ____________. No Key			

FUNCTIONAL PERFORMANCE ANALYSIS

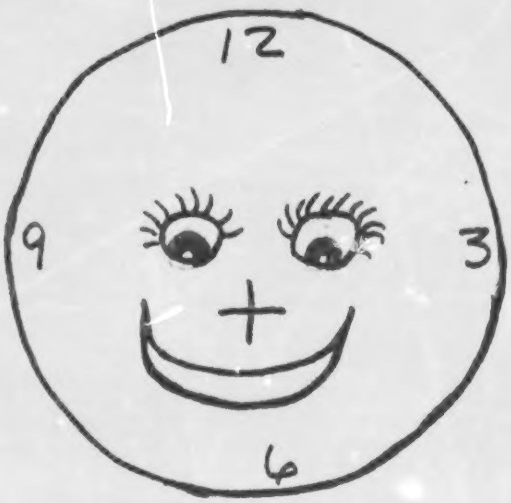
TERMINAL PERFORMANCE OBJECTIVE 5.0

INTERIM PERFORMANCE OBJECTIVE 5.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
5.1.4	Classify resources as to tangible and intangible	5.1.4	Classify the following words in correct columns below: religious belief gifts allowance talent TANGIBLE INTANGIBLE Key: Tangible: gift, allowance Intangible: talent, religious belief			

RESOURCES

EDUCATION



TIME

SKILLS & ABILITIES

MONEY

ATTITUDE

COURSE Personal Career Orientation #2709

TERMINAL PERFORMANCE OBJECTIVE NO. 5.0 **(cont'd)**

X-4.148 level 3-c,d,e

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
5.2	The student will apply principles of management to use of personal resourses as evidenced by students correctly answering 4 out of 5 statements	5.2	See attached

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 5.0

INTERIM PERFORMANCE OBJECTIVE 5.2

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
.2.1	Describe the influence of values on economic decisions	5.2.1	Match the possessions in Column B that the person would most likely desire with the values in Column A. Column A — **Column B** ____1. leisure time — A. fishing pole ____2. beauty — B. books ____3. education — C. make-up Key: 1. a, 2. c, 3. b	5.2.1	See 1.2 Exploring Family Living P. 199 Teen Guide To Homemaking P. 192 Teen Horizons P. 10	
.2.2	Outline the 5 steps in decision making	5.2.2	Organize the steps of decision making in logical sequence by placing the number "1" by the first, "2" by the second, and so on ____A. carry out plans ____B. gather information ____C. state problems ____D. evaluate ____E. decide and plan Key: A. 4, B. 2, C. 1 D. 5, E. 3	5.2.2	Teen Guide To Homemaking P. 148-152 Appendix 25 May be used as transparency overlays Appendix 26 As transparency or hand out, fill in circles with actual decisions	

I.P.O. Test 5.2

Bob had entered a kite - flying contest that was to be held Saturday afternoon. For this event he designed a large box kite and had it all finished by Friday afternoon. As he was taking it out of the garage for a test flight, he struck one of the props and broke it. Realizing that the time was short, Bob jumped on his bicycle and dashed down to the store for a new prop. On the way he realized that he only had twenty five cents. When he arrived at the store, he was told that he would have to buy a whole new kite kit. Bob did not have enough money and thought of borrowing from his next week's allowance. Suddenly he realized that he had already borrowed on his allowance.

Bob had a lawn to cut Monday morning, but this income would not be available until after the job was done.

Write the word "good" or "bad" for the kind of management Bob applied:

______________1. Kite was finished before contest

______________2. The kite was tested before contest

______________3. Going to store without checking possibilities

______________4. Borrowing money from next week's allowance

______________5. Other sources of income

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 5.0

INTERIM PERFORMANCE OBJECTIVE 5.2

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
5.2.3	Apply steps in problem solving to personal management and economic decisions	5.2.3	Apply the problem-solving approach to one of the following situations. You will have to use your imagination in stating some of the factors which affect the situation. 1) Mary may choose one elective course this year. She may take art, chorus, band, or a foreign language. 2) John wants to buy a second hand mini bike which needs repair, although he has been saving his money carefully, he is still $15.00 short of the selling price. Evaluate the results by answering the following questions: 1. Which decisions were the best and why? 2. How could the plan have been improved? 3. What did you learn by applying the problem-solving approach in this situation?	5.2.3	Teen Guide To Homemaking P. 148-152 Enjoying Family Living P. 95 "Consumer Decision Making" J.C. Penneys (Kit) Dynamic-Consumer Decision-Making J.C. Penney Company	

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 5.0

INTERIM PERFORMANCE OBJECTIVE 5.2

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
5.2.4	Demonstrate responsibility in caring for money	5.2.4	Suppose you left your billfold in your locker and forgot to lock it. During the day your billfold was stolen. Check below the item which would place the major responsibility for the theft. ____ a. lack of police protection ____ b. your teacher for not reminding you about locking your locker ____ c. yourself Key: C	5.2.4	Discuss other consequences of careless handling of money Teen Horizons P. 406	
5.2.5	Define credit buying	5.2.5	Check the best definition of credit: ____ (a) Time given for payment of goods and services sold on trust ____ (b) Paying for goods or services at the time rendered Key: A	5.2.5	Teen Guide to Homemaking P. 231-234 Crossword Puzzle P. 234 Teen Guide to Homemaking (for more advanced students)	

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 5.0

INTERIM PERFORMANCE OBJECTIVE 5.2

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
5.2.6	Recognize the terms related to credit	5.2.6	Check the words that are related to credit and credit buying ___1. charge account ___2. cash ___3. finance charge ___4. trading stamps ___5. interest ___6. savings ___7. charge card ___8. installments ___9. layaway ___10. carrying charge Key: 1, 3, 5, 7, 8, 9, 10	5.2.6	Scramble the credit words for students to unscramble, then give definitions	
5.2.7	Conclude the advantages and disadvantages of cash and credit buying	5.2.7	Place the letter that best describes the statements A. Advantage of cash B. Advantage of credit C. Disadvantage of cash D. Disadvantage of credit ___1. Use items while they are being paid for ___2. No credit rating ___3. Possible overspending ___4. No security in carrying cash ___5. Instant buying Key: 1. b, 2. c, 3. d, 4. c, 5. a	5.2.7		

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 5.0

INTERIM PERFORMANCE OBJECTIVE 5.2

<table>
<tr><th>NO.</th><th>LEARNING STEPS</th><th>NO.</th><th>CRITERION PERFORMANCE EVALUATION (Response)</th><th>NO.</th><th>METHOD/MEDIA SELECTION</th><th>TIME REQUIRED</th></tr>
<tr><td>.2.8</td><td>Define budget</td><td>5.2.8</td><td>A ________ is a plan for spending money.
Key: budget</td><td>5.2.8</td><td>Exploring Home and Family
Page 150</td><td></td></tr>
<tr><td>.2.9</td><td>Recognize the advantages of keeping a budget</td><td>5.2.9</td><td>Place a check by the advantages of keeping a budget
____1. helps a person reach his goals
____2. realize where unnecessary money is spent
____3. extra paper work
____4. less likely to overspend
Key: 1, 2, 4</td><td>5.2.9</td><td>Teen Guide To Homemaking
P. 209</td><td></td></tr>
<tr><td>.2.10</td><td>Outline steps in making a budget
1. Know your income
2. Record and look over expenses
3. Make spending plan
4. Follow plan
5. Evaluate
6. Change when needed</td><td>5.2.10</td><td>Organize the steps in budget-making in a logical order by placing the number "1" by the first step "2" by the second and so on
____A. Follow plan
____B. Change plan when needed
____C. Evaluate
____D. Making spending plan
____E. Know your income
____F. Record and look over expenses
Key: A. 4, B. 6, C. 5, D. 3, E. 1, F. 2</td><td>5.2.10</td><td>Make a record of all the ways you spent money for one week
My Spending<table><tr><th>Today</th><th>I spent this amount</th><th>On the following</th></tr><tr><td>Jan.</td><td></td><td></td></tr></table>Managing Your Money
Family Development Series
Steck-Vaughn Co. Austin, Texas</td><td></td></tr>
</table>

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 5.0

INTERIM PERFORMANCE OBJECTIVE 5.2

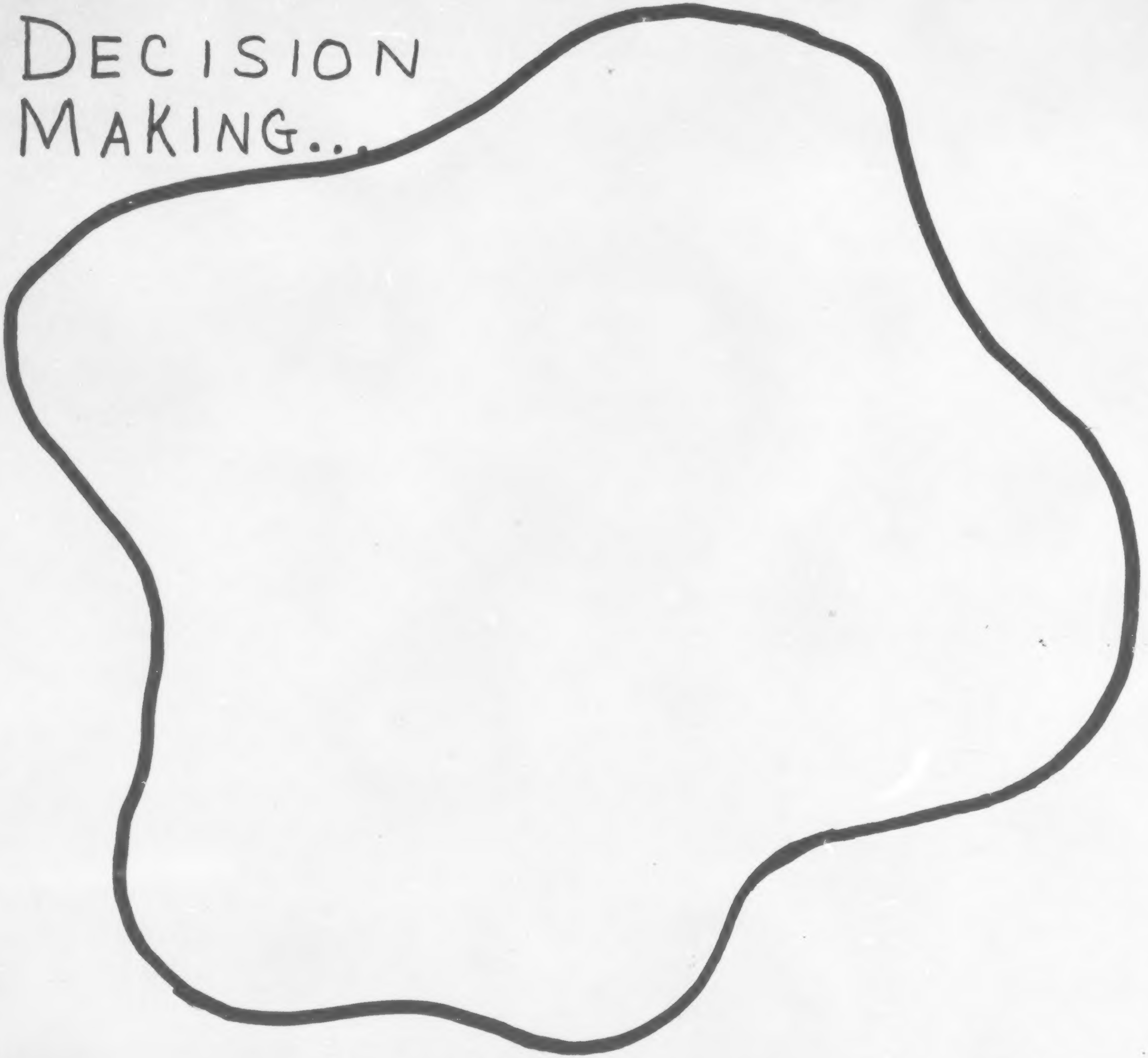
NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
.2.11	Formulate a plan for personal spending	5.2.11	Have students make a personal spending plan. Before hand, each student will select the criteria, considering his own needs, such as flexibility (no regular income), savings (working toward a particular goal) etc. Each student will be graded on feasability.	5.2.11	Try independent study here Appendix #27	
.2.12	Relate the principles of management to time and energy	5.2.12	Choose one of the following situations and describe how to save time and energy 1. making bed 2. cooking meal 3. changing bicycle tire	5.2.12	Appendix #28 Enjoying Family Living P. 210-211 Teen Guide To Homemaking P. 195-206	

"Hands On" Experiences

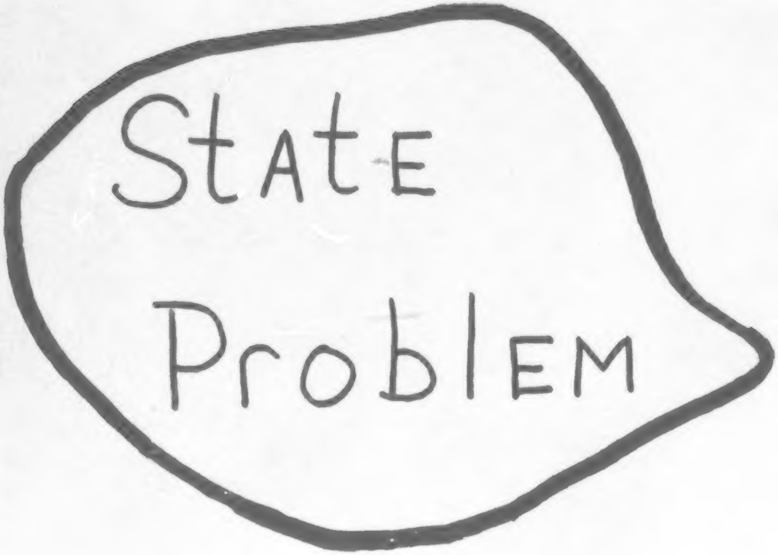
Gifts made from available resources

1. Items made from empty clorox bottles
2. Items made from egg cartons
3. Patch work item from small scraps of fabric
4. Items made from empty cans, jars, bottles, boxes, etc.
5. Make mobiles from shells, bottle caps and old jewelry
6. Make trivits from wooden clothes pins, felt covered bottle caps
   Example: mount bottle caps on a cardboard cut in the shape of a fruit
7. Fruit made from ball-fringe, styrofoam balls and felt
8. Stuffed animals made from scraps of fabric
9. Make books for children from scraps of fabric
10. Pillows made from scraps
11. Pot scrapers made from stiff net fabric
12. Flowers made from tissue paper, cloth, shells, crepe paper, etc.

DECISION MAKING...



Appendix #25b
125


State
Problem

Appendix #25c
126

Gather
Information

Appendix #25d
127

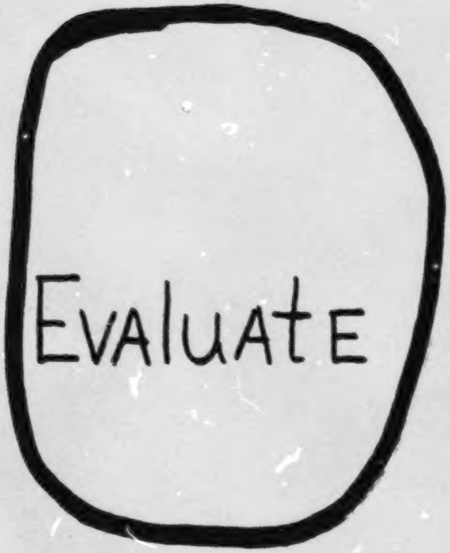
DECIDE AND PLAN

CARRY

Out

PLANS

Appendix #25f



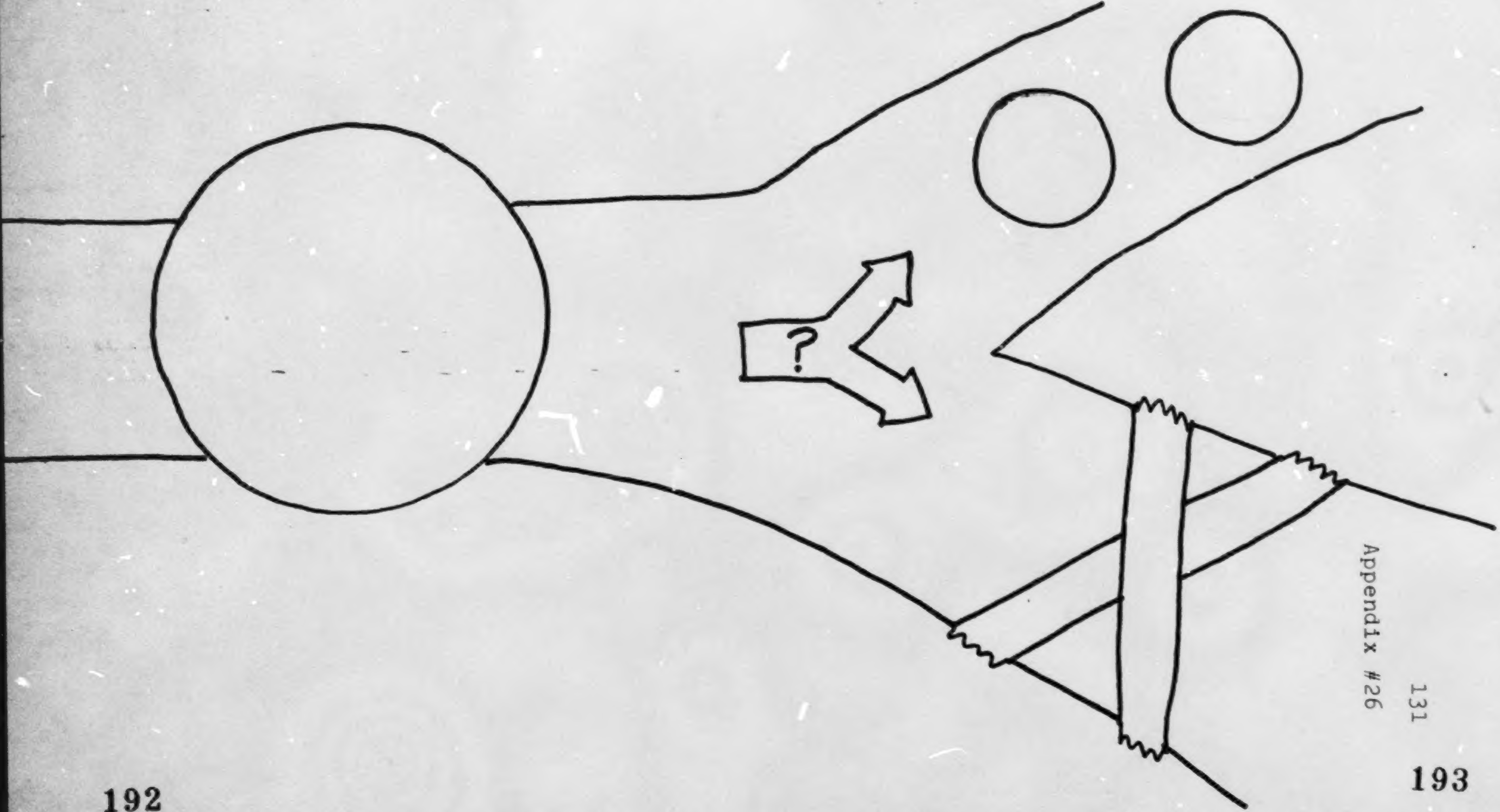
...puts things
IN ShApE.

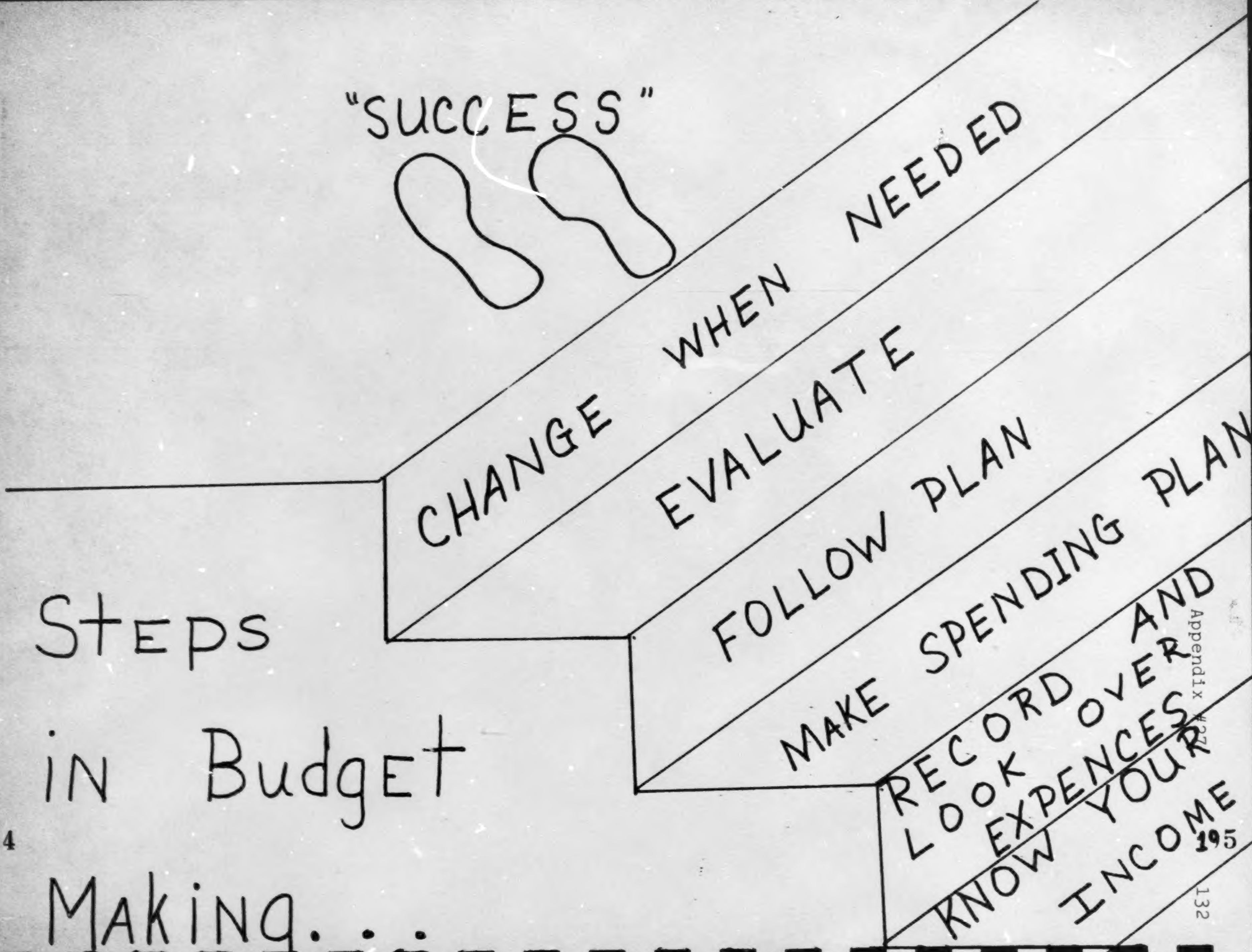
1. State problem
2. Gather information
3. Decide and plan
4. Carry out plans
5. Evaluate

Appendix 25f

A DECISION

- IS RELATED TO OTHER DECISIONS
- AFFECTS DIRECTION OF FUTURE DECISIONS




"SUCCESS"
CHANGE WHEN NEEDED
EVALUATE
FOLLOW PLAN
MAKE SPENDING PLAN
RECORD AND
LOOK OVER
EXPENCES
KNOW YOUR
INCOME

Steps in Budget Making...

Appendix #27

I. Demonstrate a simple lesson in time saving management and efficiency. This can be done simply by two different methods of handing out papers. Select two students as class monitors. Instruct one monitor to letter the rows or desks and number the students. He/she will give to each student a sheet of paper instructing the students to write on his/her paper the following:

a. name
b. row or desk letter
c. student number

The other monitor will hand a paper to each student with instructions to have only the student's name written on his/her paper.

Each monitor will gather his/her own papers. The monitor who has the papers with just a student's name on each paper will shuffle the papers and proceed to hand them back by calling out each name and walking to that student with the paper. Time this procedure.

The monitor who has the lettered and numbered papers will first organize the papers by rows or tables. He/she will then hand to someone in that row or at that table the papers that belong there. They can then be distributed by number. Time this procedure. Announce the time results. Recognize other time saving factors resulting from distributing the papers by number.

Also during the demonstration, 3 people from the class may form a "time and energy panel". One person counts the steps each monitor takes, another counts the motions each monitor makes, and the third keeps track of the exact time.

II. The class may be broken into groups to demonstrate time and energy saving techniques. Afterwards discuss:

1. Arranging equipment to save time and human energy.
2. How does time and energy contribute to one's efficiency?
3. Saving time and energy versus saving money?
   (ie. riding bus to work **versus walking**)
4. Saving human energy versus energy from natural resources (gas and electricity which cost money)

III. Suggested "Hands-on": First day, teacher demonstrate how to save time and energy in making cheese toast, orange juice, hot chocolate, setting table, clearing table, and washing dishes. Afterwards the students plan their lab for making breakfast. The next day, each kitchen makes and eats their breakfast. For evaluation, each kitchen must explain what they did to save time and energy.

Key 5.0

1. yes, 2. yes, 3. yes, 4. yes, 5. no, 6. yes
7. no, 8. yes, 9. yes, 10. yes.

5.1

b, c, e, h, i, j

5.2

1. Good, 2. Good, 3. Bad, 4. Bad, 5. Good

COURSE Personal Career Orientation

ACCREDITATION STANDARD

TERMINAL PERFORMANCE
OBJECTIVE NO. 6.0

X-4.158 level 1-e,h,j

Upon completion of planned learning experiences concerning the satisfactions, terms and laws of employment, 76% of the students will demonstrate his acquired knowledge as evidenced by correctly answering 10 out of 15 questions.

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
		6.0	See attached test

T.P.O. 6.0

DIRECTIONS: Some of the following statements are true and some are false. Write the word "True" if the statement is true or "False if the statement is false.

________ 1. Money and status are 2 satisfactions gained by working.

________ 2. A specialist is a person who acts as an assistant.

________ 3. An apprentice is learning by experience from a skilled worker.

________ 4. Employees may not work more than 40 hours a week without being paid extra.

________ 5. Some people derive satisfaction from helping or being around others while they work.

________ 6. An intermediate level is between the skilled and unskilled levels.

________ 7. An employer must give an employee a break every four hours.

________ 8. Everyone who wants to work must have a social security card.

________ 9. Health and security are satisfactions derived from working.

________ 10. A skilled person has no training in a special occupation.

________ 11. A professional position is a higher level than skilled or technical.

________ 12. A fourteen year old must have a work permit to be employed.

________ 13. A person may be fired from his job because of his sex.

________ 14. A fifteen year old may work on a construction job.

________ 15. A person with a good attitude is employable.

COURSE Personal Career Orientation

TERMINAL PERFORMANCE OBJECTIVE NO. 6.0 **(cont'd)**

X-4.158 level 1-e,h,i

NO.	**INTERMEDIATE PERFORMANCE OBJECTIVES**	**NO.**	**CRITERION MEASURES**
6.1	The student will conclude factors involved in job satisfactions as evidenced by correctly answering 14 out of the 21 positive responses	6.1	See attached tests

6.1 Part I

Multiple Choice:

Circle the letter which best completes the statement.

1. Most jobs offer an employee____________.

   a. money
   b. status
   c. security
   d. a & c
   e. b & c

2. Someone such as television announcers or politicians find_____________ in their jobs.

   a. desire to create things
   b. recognition
   c. status
   d. a & c
   e. b & c

3. A satisfaction that a minister, priest or rabbi gets from his job is________________.

   a. fulfillment of religious responsibilities
   b. desire to create things
   c. none of the above

4. The main satisfaction artists, seamstresses, and carpenters may find in their jobs are______________.

   a. money
   b. fulfilfillment of religious responsibilities
   c. desire to create things
   d. status
   c. all of the above

(o.1 cont'd)

5. Employees who are in contact with the public most likely get satisfaction from________________.

   a. money

   b. desire to create things

   c. association with others

   d. fulfillment of religious responsibilities

6. People such as nurses and teachers find satisfaction in their jobs because of____________________________.

   a. service to others

   b. desire to create things

   c. none of the above

I.P.O. 6.1 Part II

Circle the 10 personal qualities most needed for successful employment

a. cheerful

b. well-groomed

c. grouchy

d. pleasant

e. cooperative

f. appropriately dressed

g. dishonest

h. loyal

i. untidy

j. dependable

k. tardy

l. truthful

m. reliable

n. overweight

o. healthy

p. drowsy

q. follows schedule

r. negative attitude

s. wastes time

t. self-confident

u. works well with others

v. positive self-concept

w. well-mannered

x. slow to change

y. critical of others

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 6.0

INTERIM PERFORMANCE OBJECTIVE 6.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
.1.2	Recall personal traits, attitudes and skills needed for employment	6.1.2	See attached word search Appendix #29	6.1.2	Before word search, brain storm all the words used during Personal Career Orientation (May be discussed before word search) Invite resource person to speak on "What makes a good employee" Resource: Rotary Clubs	
.1.3	Each student will recognize his personal traits for employment	6.1.3	See Appendix #30 and/or #31	6.1.3	After self-test discuss (1) why these traits are needed for employment, (2) and how they can be improved Appendix #30 and/or #31 Appendix #32 (cont'd)	

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 6.0

INTERIM PERFORMANCE OBJECTIVE 6.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
6.1.1	Recognize the satisfactions gained from working: money security recognition/status fulfillment of religious responsibilities service to others association with others desire to create things	6.1.1	Circle the letter next to the satisfactions that a person may gain from a job: a. status b. service to others c. good appearance d. good health e. security f. desire to create things Key: a, b, e, f	6.1.1	List the satisfactions on board, overhead or flannel board. Discuss: 1. Why people need satisfactions in their jobs 2. Which jobs offer more of one satisfaction than another 3. The satisfactions that are important to the individual student	

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 6.0

INTERIM PERFORMANCE OBJECTIVE 6.1

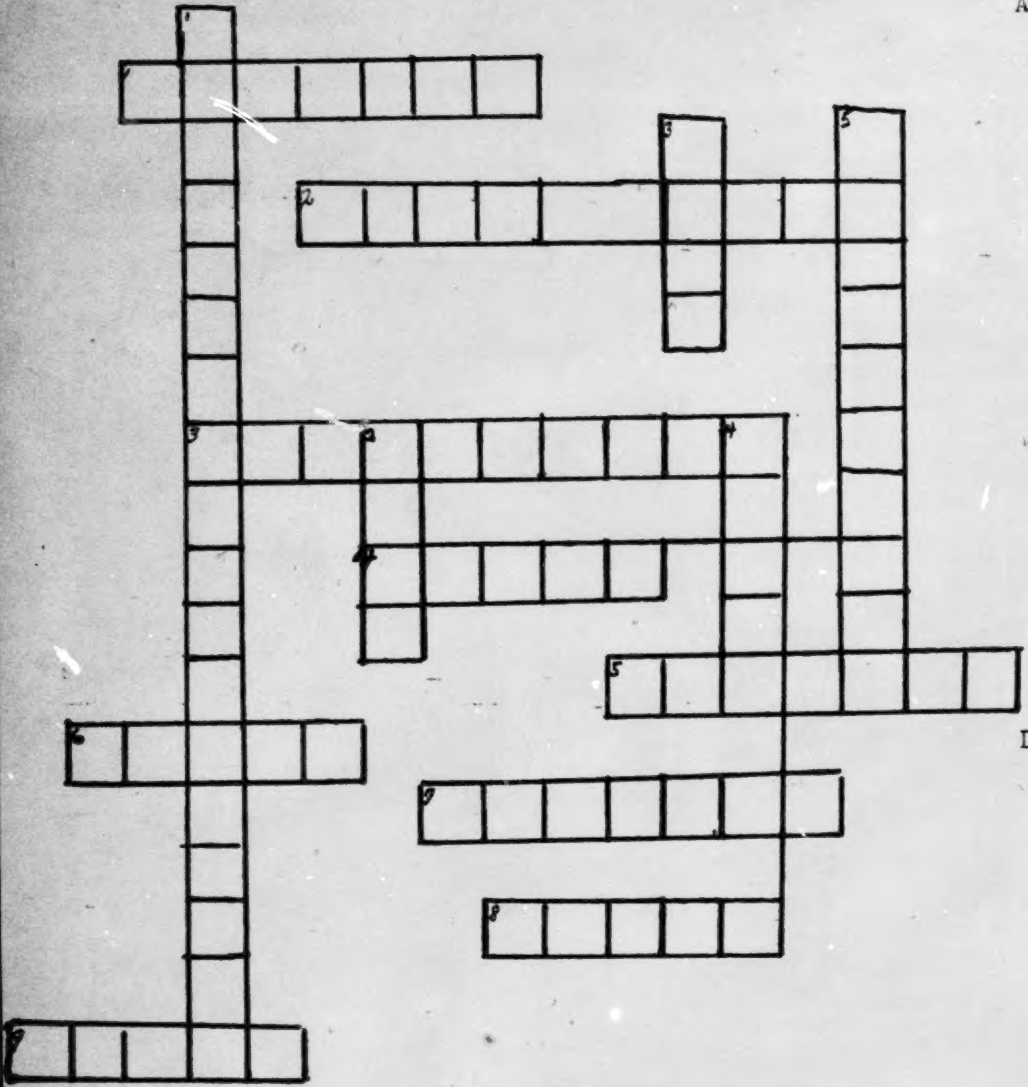
NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
				6.1.3	(cont'd) Play the game: "He Said, She Said". a. The purpose of the game is to identify and discuss various attitudes toward work, such as: "Work is honorable, dignified and necessary." "Work is lowly", "Work gives meaning to life", "All play and no work makes Jack a dull boy", "Without work man is unhappy", "No man needs sympathy because he has to work" b. Divide class into groups c. Let each group formulate their own statements and put on flash cards d. Members of group will determine who has what attitude e. Let students discuss the pros and cons of each statement formulated and why one may have such attitudes toward work	
1.4	Evaluate the personal qualities of the individual	6.1.4	See appendix #33			

COURSE Personal Career Orientation

TERMINAL PERFORMANCE OBJECTIVE NO. 6.0 **(cont'd)**

X-4.143 level 1-a,i

NO.	**INTERMEDIATE PERFORMANCE OBJECTIVES**	**NO.**	**CRITERION MEASURES**
6.2	The student will recognize terms and laws related to employment as evidenced by correctly completing the crossword puzzle with 100% proficiency (students may use notes and handouts)	6.2	See attached



Across

1. A trained person who leads a crew is a _________.
2. A_____is in charge of a business or an
3. There are laws that control_________.
4. An employee receives____for his labor or services.
5. A_________directs the business.
6. A beginning worker is on the_________level.
7. A_________is work performed for others.
8. Accurate cutting is a developed_________.
9. Food and clothing are_________.

Down

1. A_________is required of all employees.
2. _________protect the employee and employer.
3. A hospital_________assists doctors.
4. A television repairman has_________skills.
5. _____is a procedure in the production of a good.

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 6.0

INTERIM PERFORMANCE OBJECTIVE 6.2

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
.2.1	Knowledge of terms related to employment management production processing distribution service entry level apprenticeship technical skilled semi-skilled professional intermediate aptitudes skill employability specialty (specialist) aide supervisor foreman helper manager wages assembly line goods	6.2.1	See Method/Media	6.2.1	Hand out definition of words (Appendix #34) flash cards may also be used. Play a "Definition Bee" (like a Spelling Bee) Give each student a term to make a puzzle for other students to solve. They may use construction paper. Hints: 1. Draw or write large and fill up paper. 2. Cut into large pieces 3. Put puzzle pieces in envelopes Appendix #35	

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 6.0

INTERIM PERFORMANCE OBJECTIVE 6.2

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
.2.2	Knowledge of laws related to employment Federal laws State laws	6.2.2	Check the terms that are controlled by laws concerning employment ____a. wages ____b. social security card ____c. lunch time ____d. age ____e. work permits Key: (a, b, d, e)	6.2.2	Appendix #36 U.S. Department of Labor Wage and Hour Division 3947 Boulevard Center Drive Suite 121 Jacksonville, Florida 32207 Bulletin 101 (Child Labor) 776 (Wage and Hour) 778 (Overtime) 785 (Hours worked)	

Key: 6.0

1. T, 2. F, 3. T, 4. T, 5. T, 6. T, 7. F,

8. T, 9. F, 10. F, 11. T, 12. T, 13. F, 14. F,

15. T.

Key: 6.1

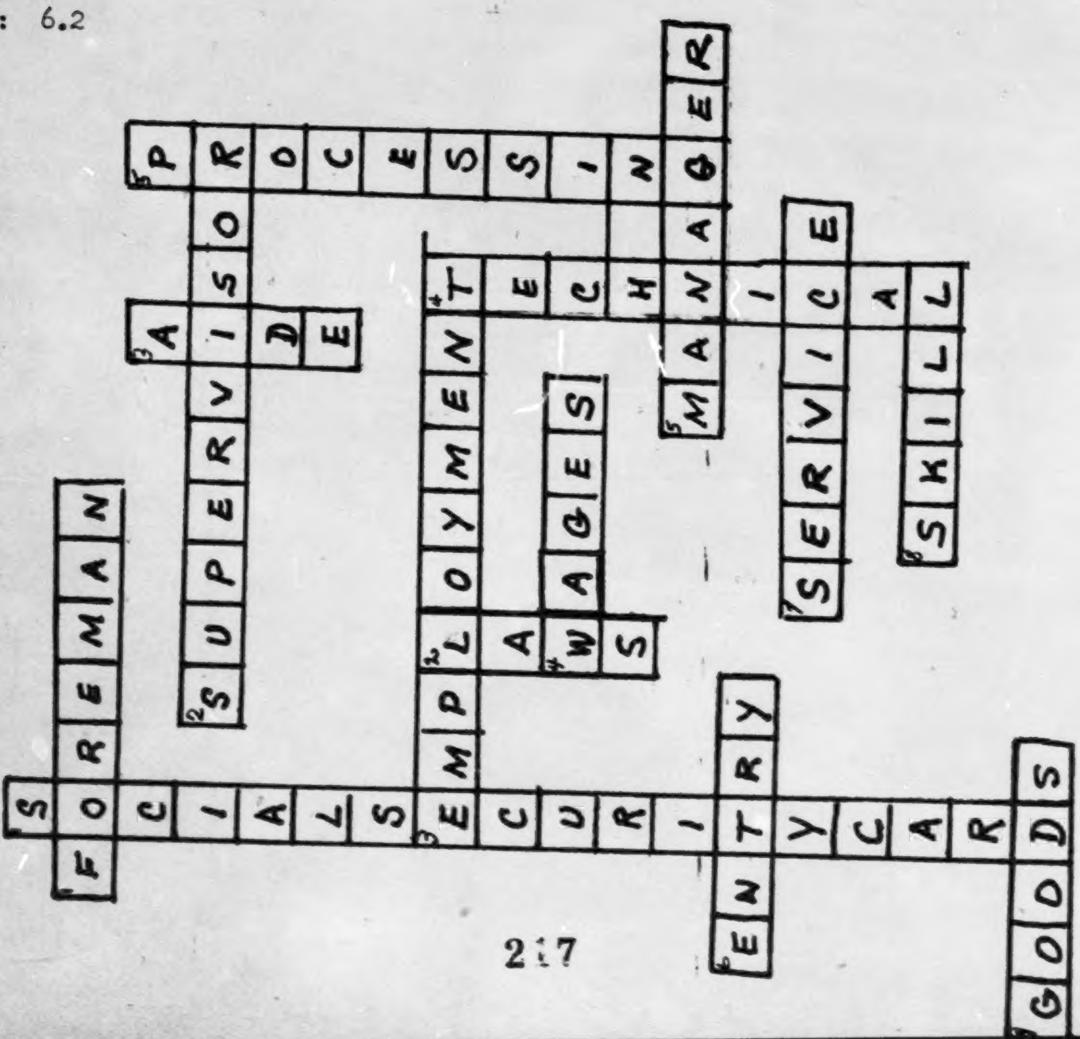
Part I:

1. d, 2. e, 3. a, 4. c, 5. c, 6. a

Part II:

a, b, d, e, f, h, j, l, m, o, q, t, u, v, w.

Key: 6.2


PROCESSING
SUPERVISOR
AIDE
TECHNICAL
MANAGER
SERVICE
SKILL
EMPLOYMENT
WAGES
LAWS
FOREMAN
SOCIAL SECURITY CARD
ENTRY
GOODS

6.1.2

Circle the 38 words that pertain to the traits, attitudes and skills a person needs for employment

B	U	D	G	E	T	P	L	A	N	H	O	O	K	C	O
S	E	L	F	C	O	N	F	I	D	E	N	T	D	R	M
N	C	L	E	A	N	R	E	L	I	A	B	L	E	E	E
U	L	A	A	D	A	P	T	A	B	L	E	S	P	D	S
T	A	B	I	L	I	T	Y	O	U	T	F	E	E	I	S
R	C	H	E	E	R	F	U	L	T	H	F	C	N	T	H
I	O	F	R	I	E	N	D	L	Y	Y	I	U	D	W	O
E	O	R	E	S	O	U	R	C	E	S	C	R	A	E	W
N	P	A	T	I	E	N	T	I	S	K	I	I	B	L	E
T	E	M	P	E	R	D	I	G	A	I	E	T	L	L	R
P	R	O	M	P	T	O	D	O	D	N	N	Y	E	M	E
A	A	O	M	O	N	E	Y	A	B	A	T	H	M	A	S
C	T	R	U	T	H	F	U	L	O	I	L	Y	O	N	P
N	I	T	E	B	A	T	H	O	N	E	S	T	N	N	E
E	V	O	T	H	A	P	P	Y	B	O	S	S	T	E	C
A	E	J	O	B	P	L	E	A	S	A	N	T	I	R	T
N	E	E	D	S	W	E	L	L	G	R	O	O	M	E	D
D	E	C	I	S	I	O	N	S	V	A	L	U	E	D	O
P	O	S	I	T	I	V	E	A	T	T	I	T	U	D	E

clean
cheerful
friendly
money
honest
job
values
positive attitude
healthy skin
efficient
on-time

respect
ability
plan
reliable
prompt
bath
boss
needs
decisions
tidy
loyal

security
well-mannered
bath
patient
adaptable
self-confident
resources
truthful
happy
pleasant
well-groomed

cooperative
goal
dependable
shower
budget

Appendix # 30

My Job-Success Traits

	Good	Average	Poor
1. Initiative	____	______	____
2. Self-Control	____	______	____
3. Awareness of proper dress and job behavior	____	______	____
4. Desire to learn	____	______	____
5. Willingness to accept supervision	____	______	____
6. Ability to work as well without supervision as with it	____	______	____
7. Ability to accept criticism	____	______	____
8. Stick-to-it-iveness	____	______	____
9. Promptness	____	______	____
10. Dependability	____	______	____

Appendix #31

What Do You Have To Offer?

What kind of an employee will you make? You can take stock of yourself right now and find out. Here are some questions to ask yourself. Answer them honestly and see how you rate.

	YES	NO
1. Do you like to learn new skills and new ways of doing things?	____	____
2. Are you neat in your personal appearance and work habits?	____	____
3. Are you on time?	____	____
4. Can you apply yourself to a job without being easily bored or distracted?	____	____
5. Can you adapt to new and unexpected situations easily?	____	____
6. Can you work under pressure, when necessary, without becoming nervous and upset?	____	____
7. Do you have confidence in your abilities?	____	____
8. Are you emotionally stable, capable of taking things in your stride?	____	____
9. Have you enough initiative to be able to work on your own?	____	____
10. Are your future plans in keeping with your own abilities and available job opportunities?	____	____
11. Do you have a sense of duty and responsibility?	____	____
12. Are you reliable? Can you be depended on to do a job satisfactorily?	____	____
13. Can you gain the friendship and respect of others?	____	____
14. Can you cooperate with others?	____	____
15. Can you follow directions willingly and without argument because you respect authority?	____	____
16. Can you understand instructions and carry them out accurately?	____	____
17. Can you accept criticism without feeling hurt?	____	____
18. Do you ask questions about things you don't understand?	____	____

19. Can you complete a job once you start it? _____ _____

20. Are you a pleasant person to work with? _____ _____

21. Do you like people? _____ _____

22. Are you friendly? _____ _____

BOOSTING THE SCORE

How did you do? If you answered yes to most of the questions, you have the makings of a good employee. All you need now are the necessary skills and training.

If, on the other hand, you answered no to more than a few of the questions, you have some work to do. These are your weak spots, the things about you that can stand improvement. You can go into your "job training" right now by changing those things about yourself and your way of doing things that will help make your career successful.

Appendix #32

I Was Absent

Name ______________________________

1. How many days have you been absent this semester? ______________________________

2. What were your reasons for absence?

3. If you earned $1.25 an hour, and were absent for an 8-hour day, how much would you:

   A. lose in a day? ____________

   B. have lost for the semester so far? ________________

4. If you were an employer, how would you feel about people who were absent from work very often?

5. How would you feel about people who were absent from work most often on Fridays and/or Mondays?

6. Could your attendance be improved?

Self-Analysis Rating Scale

Score each statement in the scale as follows:

4 points - (always) - excellent
3 points - (usually) - good
2 points - (sometimes) - fair
1 point - (rarely or never) - poor

---

1. I am intelligent. I grasp instructions quickly and accurately. I comprehend directions instantly. ____
2. I possess initiative. I attempt to work beyond that required. I volunteer contributions to class or school activity. I am a leader in extracurricular affairs. ____
3. I am dependable. I am reliable at all times; I do routine duties without being told; I am on hand when I am needed. I am reticent about confidential matters entrusted to me. ____
4. I am punctual. I complete assignments on time and keep appointments on time. ____
5. I am obedient. I observe the rules of my school, or my employer and my community. ____
6. I cooperate with others. I work harmoniously in group activities. I consider the interest of the group of paramount importance. ____
7. I possess good judgement. I have good common sense. I distinguish the important from the unimportant in class work. I consider all phases of a situation before deciding on a course of conduct. Others ask my opinions and advice. ____
8. I am tactful. I say and do the right thing when dealing with others. I never give offense to others. ____
9. I am neat and clean. My person and attire are neat and clean. I keep my surroundings for which I am responsible neat and clean. ____
10. I display good taste in attire. My grooming is in the best of taste. ____
11. I have good posture habits. When I walk, sit or stand, I create a favorable impression because of my bodily postures ____
12. I speak well. The words I speak and my enunciation create a favorable impression. ____
13. I show consideration for others. In making decisions, I am mindful of the effect my future conduct will have on others. ____

14. I am well mannered. I show a refinement of manner and a natural grace in my contact with others. ____

15. I am healthy. I am practically never ill. ____

16. I have tireless energy. Even after a day's work, my energy is not exhausted. ____

17. I am accurate. I get information correctly. I keep records properly in order. ____

18. I am speedy. I lose no time in doing my work. I get my work done quickly. ____

19. I am honest. I do not tell falsehoods. I do not steal money, time, supplies, or ideas. ____

20. I am adaptable. I turn from one task to another, I am not confused by changes. I adjust myself to people, places and things. ____

21. I have a good memory. I remember the names of persons, telephone numbers, addresses. I remember facts and incidents that have a bearing on a question of the moment. ____

22. I am industrious. I am happy when I am busy. I find work to do at all times. ____

23. I am loyal. I feel strongly the ties that bind me to ideals, institutions, and to people, both those who depend upon me and those upon whom I depend. ____

24. I have executive ability. I plan work with system and efficiency, and I assign tasks to others with understanding. I manage people, and they like to work for me. ____

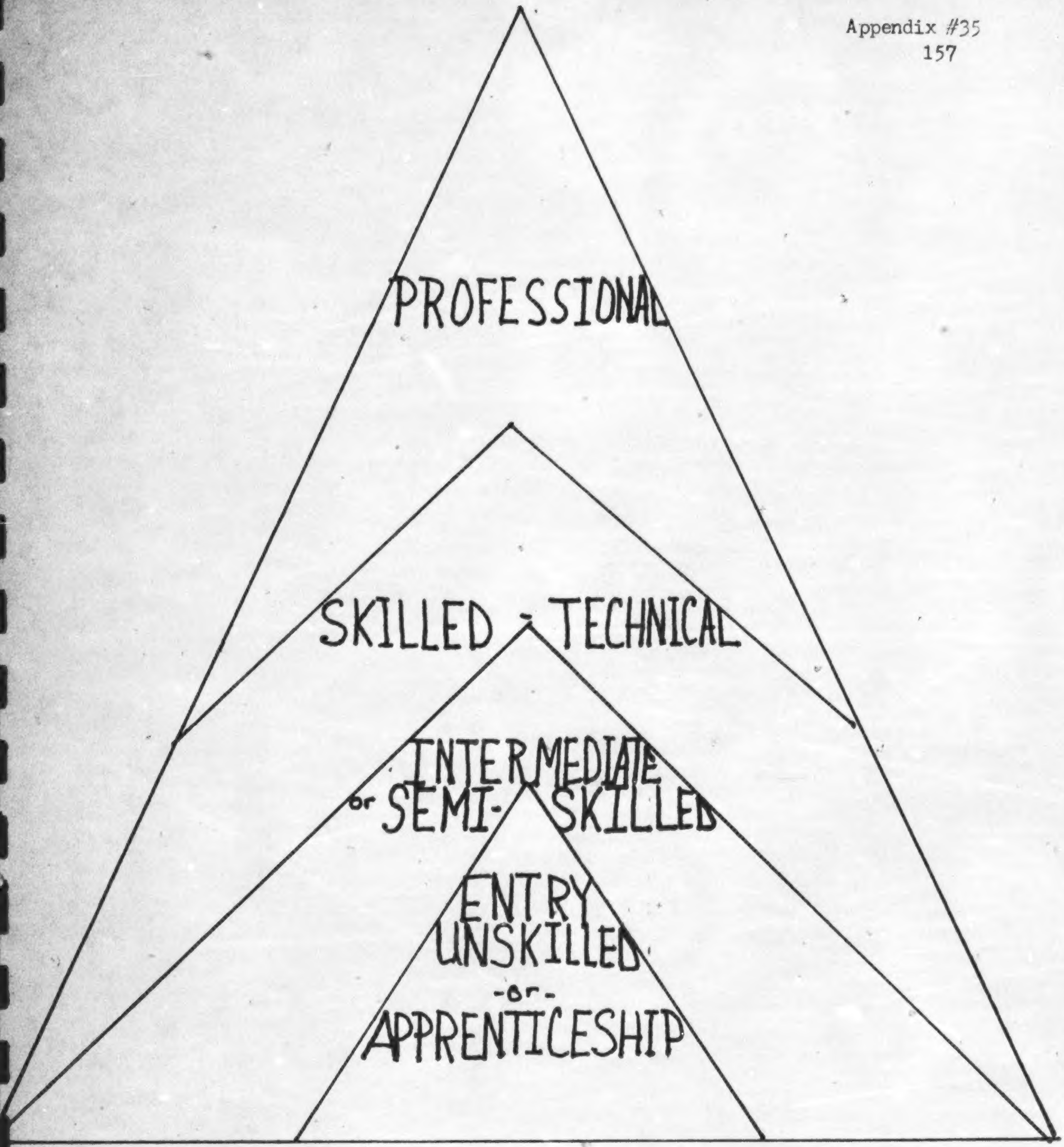
25. I have businesslike attitudes. I realize the importance of the work to be done. I am not a "Clock Watcher". I realize the value of time and the importance of giving a day's work for a day's pay. ____

Total Score ____

6.2.1

1.	aide -	a person who acts as an assistant
2.	apprentice -	one who is learning by practical experience under skilled workers
3.	aptitude -	special fitness or natural tendency for a given thing
4.	assembly line -	the arrangement of machines, equipment and workers in which work passed in a line until the product is completed
5.	distribution -	the dealing out of goods to different places
6.	employability -	the quality or state of being able to work
7.	entry-level -	beginning worker
8.	foreman -	a trained person who leads a crew
9.	goods -	a product that has a value
10.	helper -	usually an unskilled worker who assists another
11.	**intermediate-level-**	between skilled and unskilled levels
12.	management -	a body who directs the business
13.	manager -	one who directs the business
14.	processing -	anorganized procedure for completing a job
15.	production -	the making of goods
16.	professional -	a position requiring special knowledge or acedamic preparation
17.	semi-skilled -	requiring less training than skilled labor and more than unskilled labor
18.	service -	work performed for others
19.	skill -	a developed ability
20.	skilled -	required training in a special occupation
21.	specialist -	one who devotes himself to a particular occupation
22.	supervisor -	a person who is in charge of a business or an operation
23.	technical -	requiring special training or knowledge in mechanical or scientific subjects
24.	wages -	a payment for labor or services

Appendix #35


PROFESSIONAL
SKILLED - TECHNICAL
INTERMEDIATE
or SEMI- SKILLED
ENTRY
UNSKILLED
-or-
APPRENTICESHIP

LEVELS OF TRAINING
FOR EMPLOYMENT

Highlights Of Sections
Of The
Laws Concerning Employment

1. Employees may not work more than 40 hours a week without being paid time and a half for the extra hours.
2. An employer does not have to give an employee a break or time for lunch as long as he is paid for all hours worked.
3. No one may be descriminated against by being hired, fired or promoted because of age, race or sex.
4. Until January 1, 1975 no one may be paid less than $1.60 (agricultural workers) or $1.90. By 1978, minimum wage for all workers will be $2.30.
5. Anyone between the ages of 14 to 18 must have a work permit to be able to work. Fourteen to fifteen year olds cannot work more than a certain number of hours in a day or week and they may not work on hazardous jobs, including construction.
6. Everyone must have a social security card to work.